



Special con-trick

Parents have all but broken out among parents and teachers as a result of Mrs Williams's sensation...

I can now reveal the findings of a special, exclusive, up-to-the-minute, Aristopol, conducted this week for the TNS...

I can exclusively reveal that up and down the country parents are plotting to march on massed on the schools the minute term begins...

But will the teachers be there? For they too are planning to protest. Ninety-nine per cent of those questioned in the pub where the poll was taken...

"Touch the children? Pastoral care? Reports? Well, we'll be needing more clerical help for that, of course..."

A more positive reaction has, however, come from a small publisher in North London who is rushing out—with Mrs Williams's co-operation—a book of recipes...

And another bright spark, a firm which normally supplies exclusively to a well known chain store, is preparing to turn out a Shirley-approved school kit...

No one has yet, however, come up with a cast-iron way of ensuring that children go to bed on time...

Left out

Time for a few leisurely reflections on the holiday conference round Eastbourne at Easter...

Time after time, in debate after debate, it became clear to the 60 or so supporters of Rank and File...

It became clear as the week wore on that the committee was proposing to go to the vote at exactly the right time for forestall or circumvent any discussion of a Rank and File...

Ann Jarvis, membership secretary for the Brent association (and wife of general secretary Fred) argued against the increase...

Dick North, R and F executive member, said the increase should go through. His support is believed to be not unreciprocated with the fact that R and F polemic can only be discontinued in the membership as a whole if The Teacher survives to publish his speeches...

But all references to an increase in subscriptions were deleted from the executive's report on union communications. No wonder The Teacher staff were looking glum...

At its annual conference in Torquay last week tho—now for it—National Association of School-



For goodness sake tell Mary the Great Wall of China wasn't really built to keep Mrs Thatcher in...

Horror stories

To be fair to the Trots, they did try hard. They called a press conference during one lunch hour to explain their position on many issues...

Read and file

Plly The Teacher. The union's beleaguered weekly paper (issues last year: £47,012) was pinning its hopes on an increase in union subscriptions of about 8 per cent to provide it with massive injections of cash...

The NUT executive was proposing the subs rise to bring in £136,000 which would cover the paper's projected deficit, ensure an adequate cash flow and make it unnecessary to go to the bank cap in hand...

Ann Jarvis, membership secretary for the Brent association (and wife of general secretary Fred) argued against the increase. It looked like bad management, she said, to have three subs rises in a row...

Dick North, R and F executive member, said the increase should go through. His support is believed to be not unreciprocated with the fact that R and F polemic can only be discontinued in the membership as a whole if The Teacher survives to publish his speeches...

But all references to an increase in subscriptions were deleted from the executive's report on union communications. No wonder The Teacher staff were looking glum. It is one thing writing about unemployed teachers: it is another having to worry about standing next to them in the dole queue.

What's in a name? Meanwhile in Torquay: The nine words needed to identify a certain teachers' union—banc of reporters, copy-takers, headline writers and anybody at all with an appetite for an acronym—must continue to be endured by all...

At its annual conference in Torquay last week tho—now for it—National Association of School-



Quietly mindful

Teachers and parents, battered and confused by the great standard debate, might do well to read a little book that has just landed on my desk. Mind That Child, by Tom Kitwood and Marie Masey...

Very briefly, and quietly, they go through the origins of both mass education, and the research techniques used to assess it. There's nothing new in their analysis, but it is unusually restrained.

They don't condemn Neville Bennett—they say he took unusual trouble to get human dimensions into his research. But they point out the limitations of that kind of research. They see that progressive primary practice can be a lesson for a lax teacher.

But the two authors—both in the Bradford University department of educational research—put their fingers on one of the key suppressed questions of the great debate. If our traditional education system—still the dominant style in both primaries and secondaries—is so wonderful, why are we in such a mess now?

Their answers won't convince any belligerents on the Black Paper side. But they will encourage the others—old and new readers would do well to start here, before making up their own minds.

Next week Juvenile delinquency: Geoffrey Parkinson, a London probation officer who was recently suspended for his controversial ways of working, reviews a major new piece of research. Towards the ghetto? Jagdish Gundara writes about the education of minority groups. John Holt—in praise of doing rather than learning. Research and policy making. Malcolm Purlett argues for stronger links. Books: Special pages of reviews of academic and school books on British and European history.

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executive member gave his private opinion that if the vote line were after these monstrous journalism the other way.

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Educational Supplement

FIRST PUBLISHED 1910 PRICE 15p



of the six: McWhirter, Haddow, Ellis, Felton.

Tyndale: if they hadn't gone on strike...

Four million words of argument over William Tyndale Junior School this week culminated in sentences of professional death on its head and five teachers. An Inner London Education Authority disciplinary tribunal has recommended that they should be dismissed.

The tribunal is not saying that the teachers should be sacked because of the way they ran the school or behaved towards parents and managers—the issues that dominated the earlier public inquiry and helped trigger off the current national heart-searching on education. It says they should go because they went on strike against an inspection in September, 1975, and ran an alternative school.

It means that the Inner London Education Authority's school sub-committee will—subject to any appeal—be asked to make controversial history by dismissing teachers for striking. An official of the National Union of Teachers' legal department said this week that it would be the first time this had happened since the notorious Lawsonist affair in 1929 when teachers were dismissed for demanding Burnham scale pay. They too, set up their own alternative school—which will be kept from the sub-committee until after the appeal—reflects the plea of the teachers that they were provoked into striking by the behaviour of the authority and others; and a further claim that they cannot be disciplined because technically their contracts

of employment ceased when they walked out of the school in September 1975. The tribunal says it can see no way in which the authority's handling of the strike can be criticised.

The tribunal says it does not dissent from the view put to it that where a teacher strikes to improve his working conditions, it is not to be regarded as an act of insubordination. But it cannot see how this justification applies to "the situation in hand".

The teachers' action, they said, "can only be categorised as the pursuit of self-interest directed towards avoiding the exposure of the inefficiency of their own particular school. We think it unreasonable that the teachers should seek to camouflage this pursuit of their own self-interest in the guise of a professional defence against interference by outsiders, e.g the managers."

The tribunal reserves its strongest condemnation for the teachers' action in setting up an alternative school during their strike and disobeying the education officer's instruction to "desist". It says: "Where teachers refuse to return to their school where they are employed to teach, and when they enlarge their defiance of their employer by opening an alternative school drawing upon the children... the indiscipline can only be characterised as undisciplined of the gravest kind."

School to work



TSA goes for quality; EEC goes for "workforce" education with strings; local authorities drag their feet; praise for Operation Springboard page 13

Maths minded

Time to get tough over standards of maths teaching: Dame Kathleen Ollerenshaw's clutter for a new regime page 7

Election fever

Mark Vaughan reviews the state of the parties in the local authorities which vote next week page 4 Meanwhile in Bristol, the row at Hartcliffe school provides a reflection of the nation battle. Letter page 2, report back page.

Euro-tots

A big probe by the Council for Europe into pre-school education in 22 countries, including Britain, is entering its final stages. Paul Moorman reports. Page 12

Time running out

A community relations officer calls for urgent action on the needs of minority group children page 21

Into the sunset

Geoffrey Parkinson, whose outspoken views have recently caused him to be suspended from probationary service, evaluates a new study of juvenile delinquency page 23

Paranoid or prudent?

Should school records be open to parents? The NFER appeal for readers' views on confidentiality page 16

Unfair contract?

How can parents accept the idea of a home-school contract while schools retain the power to decide what constitutes "reasonable" dress? page 29

Extra: Audio-Visual Review

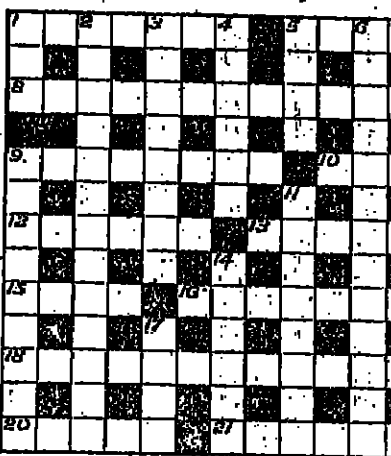
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Crossword No 1,082



Across 1 A cat about to steal from a gymnast (7). 5 See 5 down. 8 Unprepared to take a gambling encounter? (6, 7). 9 Where a took place? (4, 4). 10 His captiva was the master of his fate (4). 12 Can't be weighed in less dropped (6).

Bridge

"Four card majors or five, partner?" is one of the most frequent preambles to a rubber game. Like most conventions, it does not matter, provided you and your partner understand each other. What does matter is that you have enough trumps, and far want of a better rule enough can be construed as more than seven. The trouble with the 4-3 fit is that it may be all right when opponents' trumps break 3-3, but this will be only 36 per cent of the time. When ever opponents' trumps are 4-2 (48 per cent), all they have to do is force you to ruff once in the long hand, and already you are beginning to lose control. But if you have eight trumps between you, you will get a conventional 3-2 split from your opponents 68 per cent of the time. And even when they are 4-1 (28 per cent) you will be able to develop your own trumps as divided 4-4.

Bridge

Hare North-South have exactly the combined holding in spades and hearts, and for good measure we have presented them with the worst possible split, 5-0. Ignoring for the purposes of example the fact that South can make a small slam in either minor suit, let us suppose South is trying to make three spades. If West leads his ace of spades and another, then the next time he has the lead a third trump removes dummy's last. South can now make four spade tricks, three heart tricks, and the ace of clubs for a total of eight tricks. But in a three heart contract, where declarer has a 4-4 fit, it is a different story, even despite West's having one trump more than either declarer or dummy. What ever West does, he only has enough time to remove three of dummy's trumps, and South will eventually

Bridge

make four spade tricks, three heart tricks, and the ace of clubs as before, plus a club ruff in dummy, for a total of nine. Obviously, a 4-4 fit is better than a 4-3 fit, and we have just seen how it is better than a 5-3 fit. The second peculiarity, and an apparent paradox, is that it is often better than a 5-4 fit. South plays in six hearts, apparently his stronger suit, with nine trumps. West leads A-K of diamonds, and declarer ruffs with his long trump in dummy. His distribution is now 4-4-3-2, each hand, and there is nothing he can do about his club loser. Had he chosen the 4-4 fit, no problem. In six spades he ruffs trumps, and suits dummy's five heart tricks, discarding his own third club on dummy's fifth heart.

Bridge

John Graham

Whatever happened to O level?

The final version of the Willmott report on O level standards between 1968 and 1973 has at last appeared with an extensive section setting out the limitations of the research methods used. The results remain broadly the same as those leaked to the press to make some cheap politics by a somewhat sensible Conservative MP last month.



The study has attempted to compare standards between boards, between subjects, between the sexes, and between years. It was a long comparison—whatever happened to the standards between 1968 and 1973? which aroused the controversy the first time around, and which still raises important questions of interpretation.

There are two main ways of monitoring examination standards over time. One way is to take a sample of the scripts from—say 1968 and have them re-marked in—say 1973. It is laborious and costly to do on a large scale, but as Professor Jack Wrigley of the Headmasters' Association at Oxford last month, such an exercise can offer a guide to the behaviour of examiners which is one of the things a comparability test is about. If it could be shown that in 1973 examiners tended to mark more leniently (or more leniently), this would be an important interpreter of other evidence.

The other way is the one used hitherto in the comparability of CSE standards. This involves using a reference test—that is to say an IQ test or scholastic aptitude test—as a sample of the candidates, and then trying to see if the relationship between the marks obtained in the reference test and the marks obtained in the CSE or O level remains constant.

did not, by this test, appear to have remained the same: candidates with a given score in the reference test appeared to get better O level grades in 1973 than in 1968. The results, therefore, are consistent with more lenient marking. Alternatively, it could be that the difference could relate to the reference test and its application, or that the standard of teaching and learning had so improved that less "able" candidates were so much better prepared that they couldn't help getting better results.

There is no way of proving which of these three explanations (or which combination of all or any of them) is correct. The methodology has its critics and certainly could, with advantage, be supported by the re-marking of scripts. But spokesmen for the teachers felt obliged to lend their backing to the claim that the results were better because of the sterling work of the teachers. They reacted to the research as if they had been personally attacked (whereas, if anybody's reputation was damaged, it was not the teachers but the examiners).

As by now everybody knows, the survey showed that the standards of the O level

about the tactics of teachers' leaders: between 1968 and 1973 the schools were under great pressure. There were acute staff shortages in important specialist subjects and frequent complaints about lack of resources, notably books and teaching materials. Secondary reorganization was taking place with inevitable disruption and new challenges to teachers' skill with the introduction of new teaching methods, mixed ability grouping, and so on.

Some of the consequences of all these things are coming out in the critical reports by Her Majesty's Inspectorate now being unleashed on the educational world. Throughout the period, the teachers complained—as they complain now—that failure to give the schools the support they need would lead to deteriorating standards and disillusion. Yet, when evidence begins to accumulate that all is not well, instead of saying "we told you so", the instant response is to deny there is anything wrong, to attack the bearer of bad news and the test instruments he employed.

This is one paradox. The other is more serious, with the local democratic process in full swing. Local democrats complain about low standards, yet cut down on such basic provisions for education as books and stationery, or refuse to pay for adequate maintenance to buildings or furniture. The time has got to come when the teachers get off their defensive high horse and point out how the education service is, even now, being starved of essential funds and, when some innocent researcher comes up with evidence of shortcomings, put the blame where some of it, at least, belongs.

No comment

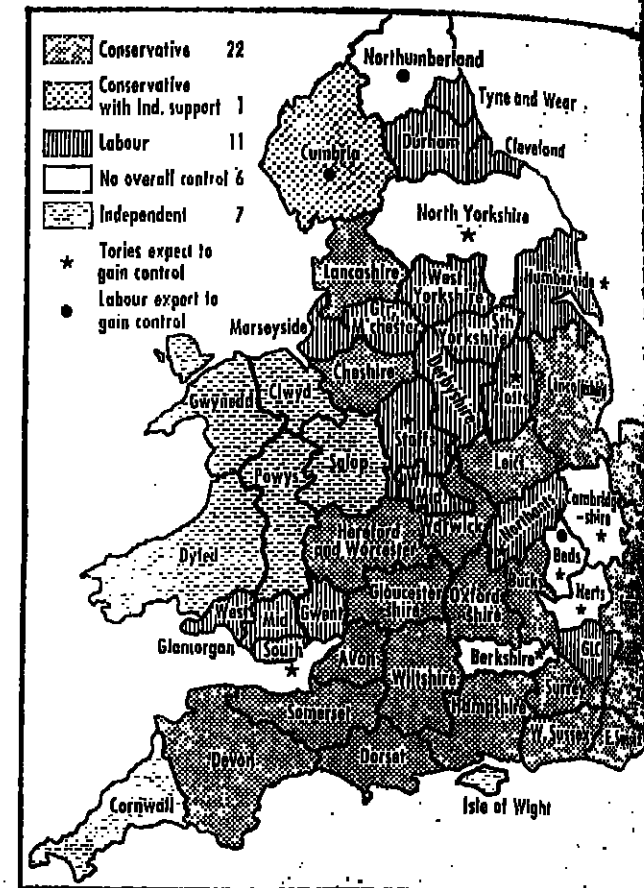
"Title of Wallace for 11 to 16-year-olds should read Butter and not Prayer"—from an addendum issued with the 1977 Handbook of the Association of Teachers of Domestic Science.

Mark Vaughan looks ahead to next week's local elections Tories stay confident—despite backlash over spending cuts

Cuts in spending by Conservative-controlled councils, particularly on education, may well reduce the sweeping Tory gains expected in next week's local elections. Thursday's poll sees all seats in the 47 English and Welsh county councils contested for the first time since local government reorganization in 1974, and both major parties expect a swing to the Conservatives. At the same time, voting will be going on in London and the other big metropolitan counties and the results here are expected to give the Tories control over the influential Association of Metropolitan Authorities, or at least some of its committees, including the education committee. The Conservatives already control 22 of the 47 counties and share power in another, Cumbria, with the Independents. They expect to win 10 more, five of them from Labour and five where there is no overall control. Labour say the polls will give them three gains in areas where there is currently no overall control. However, it seems the response of Conservative localists to the call by central government to cut expenditure may well reduce the swing in their favour, especially as the savings which many have chosen to make, such as Oxfordshire's cut of 400 teachers, have received widespread publicity. The cost of local education services and where cuts should be and have been made, are major issues in the elections. One likely result of expected Conservative gains is that more councils will refuse to introduce "botched-up" comprehensive schemes on a shoe-string budget, in spite of pressure by Mrs Shirley Williams, the Education

Secretary. They are saying they want more money to produce proper comprehensive schools. Labour councillors have wasted an time in making mileage out of the cuts made by the Tory-controlled "shire" counties, saying the reductions have been a smokescreen for a doctrinaire axing of consumer services. In response, the Conservatives point out that most of the counties are Tory, and are simply being held responsible in the public eye for carrying out central Government decisions. The Labour Leas must likely to change hands are South Glamorgan, Northampton, Nottinghamshire, Humberside and Staffordshire. In South Glamorgan, for example, the two secondary district councils, of Cardiff and the Vale of Glamorgan are already Conservative. In Nottinghamshire the Tories need only six more seats to win control. In Humberside they need 11 more to win. In four counties with no overall control—Berkshire, Cambridge, Hertfordshire and North Yorkshire—the Conservatives already have the largest number of councillors. In North Yorkshire they need only one more seat to gain control, and in Berkshire and Hertfordshire just two more. The Tories also expect to win Bedfordshire, which has no overall control but where at present Labour is effectively in charge. In Cumbria Labour councillors are confident they can reverse the swing and gain control. At present the council is made up of 38 Labour members, 31 Conservatives, 12 Independents and one Liberal. For their part, the Conservatives expect to consolidate their pact with

the Independents. Labour also reckon they could win Herefordshire and Northumberland where there is no overall control but where they are currently the largest party. There are still seven county councils where the controlling party calls itself Independent, in spite of the trend to change, as Lincolnshire did last summer, to the official Conservative banner. This year there is a possibility of the Independents in the Isle of Wight and Shropshire joining the trend. The Liberals are fielding twice as many candidates as they did in 1974 when they made their first concerted attack on the Tories. They expect that any losses due to the less favourable climate for the party nationally, will be made up by gains for new local candidates. Away from the "shire" counties, polling also takes place in the six metropolitan counties and the Greater London Council, all of which are Labour controlled. None is an education authority—the metropolitan counties, education is run by the district councils in London by the 20 Outer London boroughs (12 Conservative and eight Labour) and the Labour controlled Inner London Education Authority. However, the GLC elections have an impact on the ILEA's 48 members since 35 of the ILEA's 48 members come from the GLC. (The remaining 13 members come from the Inner London boroughs—ten Labour, two Conservative and one Independent from the City of London.) At present 30 of the 35 GLC members on the ILEA are Labour and five Conservative. To gain control of the ILEA, the Conservatives need 22 of the 35



GLC seats, but both parties see this as extremely unlikely. In the metropolitan counties, voting is almost certain to upset the balance of power in the Association of Metropolitan Authorities—which speaks for the authorities in negotiations with the government—and some of its committees. The AMA's education committee, for example, has 18 Labour members and 17 Tory members with the casting votes of the chairman and vice-chairman of the association's policy committee. In the full AMA, Labour has 43 seats to the Tories' 34, but because 36 of

Belfast last in literacy stakes

The percentage of disturbed children (15 per cent) was lower than the average of 19 per cent found by Rutter et al in 10 London boroughs. Breaking this down, the proportion of anti-social children in Belfast was slightly higher than the London average. To balance this, the proportion of neurotic children in Belfast (3.3 per cent) was less than half the London figure of 7.2 per cent and the proportion with unclassified disturbances was also the London average. However, the London truancy rate of 3.8 per cent was greatly exceeded by the Belfast rate of 6.3 per cent which is "a statistically very significant degree". No fewer than 358 children in Belfast were listed by teachers as truants in the final year of primary school alone. The report argues that only limited conclusions can be drawn at this stage, but says "it would, however, seem that compared with neighbouring areas there is a much higher incidence of reading retardation in Belfast and that the reported incidences of anti-social behaviour are as high here as in Inner London. The truancy rate may well be higher than in Inner London. From the present analysis, when socioeconomic status is allowed for, there seems to be little relationship between disturbance and truancy and 'disturbed areas of Belfast'. The board's survey was produced only weeks after an 85-page Government report, Belfast, Areas of Special Social Need, which confirms the serious situation in the city regarding poverty, employment, housing and other indices of social need. But while the Government report presented graphic evidence of need, it was weaker on solutions. "A curriculum more suited to job expectations, early reading books illustrated with more familiar school provisions, better home-school links, provision increased for at-risk parents in the schools, and, above all, the development of community schools" were suggested means of improving the situation.

Blame for 'simple minded' view

Modern education is responsible for a simple-minded approach to life, Professor R. S. Scorer, of Imperial College, told a European environmental conference in London on Wednesday. "Education," he said, "has given people an utterly simple-minded way of thinking about the world, about power, about resources, about growth. There has been no real environmental education at all." Teachers sometimes mislead their pupils. "In many cases the word 'environment' has been incorporated in courses which contain nothing new." Environmental education had been associated with impossible ideas about economic growth, about how to keep the world clean and tidy, about the abolition of poverty and the development of an amoral society unfettered by the natural consequences of misbehaviour. The introduction of a moral element to environmental education could engender an attitude of acceptance and adaptability rather than encouragement to try to change everything. Students were bored with the conventional syllabus. "There is too much material and they are never allowed to delve deeply. They are continually believed on what they should do to get to the top in society, which is stupid when so few can get there. We spur them to rise but the path is boring indeed. It has no purpose other than for his own petty advancement. The pupil is offered no chance of ever doing anything really original, not even in the world of crime." Mr Kenneth Marks, Under-Secretary at the Department of the Environment, said he was not clear how environmental studies could be incorporated in the curriculum. "It is a difficult subject to assimilate. Teachers are faced with a confusing situation, which can all too easily blunt enthusiasm and lead them off on the wrong track." The main effort for enlightenment should come from the schools, where there was already such enthusiasm for the subject that there was a danger of over-use of those parts of the countryside where there were outdoor study centres.

Oil bonanza fires interest in geology

Oil exploration and such natural disasters as earthquakes and volcanic eruptions have put the much neglected subject of geology to the forefront of public interest, says the Schools Council in a report published in a week that has witnessed the oil rig blow-out in the North Sea. Geology in the School Curriculum, by the council's geology curriculum review group, says the subject should play a larger part in primary and secondary education. Dealing with vast scales of time and space, it has an enormous contribution to make in scientific education. "All syllabuses include substantial elements of geology as these can contribute significantly to the process of integration. Similarly, geological concepts may be used to teach some of the fundamental ideas of physics, chemistry and biology." Through geology, practical science could be taught without expensive school laboratories. Rural and even urban surroundings provided the necessary "outdoor laboratory". The committee says more geological topics should be included in schoolwork to introduce more science into primary schools and to improve the teaching of environmental science. But teachers found this very difficult because of shortcomings in their training and because of the shortage of suitable materials and advice. However, more science teachers who were introduced to the subject through Open University earth sciences courses were now including it in their teaching. The report recommends a major curriculum development project aimed at geology at CSE and O-level to stimulate interest in the subject. When such a project was set up to the Schools Council last spring, the council decided to await reactions to this report. Dr Chris Wilson, the chairman of the review committee, said this week: "Geology is out on a limb. The problem is that most geology is taught by geography teachers, and science teachers are lukewarm towards it. Our feeling is that we now need to generate more interest among science teachers. It is a marvellous vehicle for getting over science in a very exciting way. We want to see it develop as a subject in its own right and as an adjunct to science courses." To generate support for the project an open meeting of the Geological Society's education committee is to be held on May 28. Geologists, teachers and science advisers have been invited along to discuss the issues raised in the report. Geology in the School Curriculum, Schools Council Working Paper 58, published by Evans/Methuen Educational, price £1.85.

Apprentices puzzle over basics

Some candidates' sentences were constructed in an "almost infantile manner and handwriting was frequently illegible. They represented an acute problem for industry." Local education authorities appear to delegate considerable responsibility for the conduct of schools to head teachers, and would question whether sufficient control is retained and exercised by the authorities. The CBI Wales notes that many companies are spending time and money on special tuition to bring many school leavers up to standard. Employers were asking why they should have to educate the youngsters, and if they could do it, why could it not be achieved in the schools? Further evidence of poor standards of maths and English among school leavers was given this week in a report by the Confederation of British Industry in Wales. Hundreds of Welsh school leavers who applied for craft apprenticeships were tested. Only 37 per cent could divide 966 by seven and up to 90 per cent were baffled by multiplying fractions. Only one in a 100 could answer this question: "A man is paid £1.75p as his basic rate and is given a bonus of 14p. What percentage of the basic rate is the bonus?" In a spelling test of 120 words, few could spell more than half correctly. Many of them were only 20 per cent successful.

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Blame for 'simple minded' view

Modern education is responsible for a simple-minded approach to life, Professor R. S. Scorer, of Imperial College, told a European environmental conference in London on Wednesday. "Education," he said, "has given people an utterly simple-minded way of thinking about the world, about power, about resources, about growth. There has been no real environmental education at all." Teachers sometimes mislead their pupils. "In many cases the word 'environment' has been incorporated in courses which contain nothing new." Environmental education had been associated with impossible ideas about economic growth, about how to keep the world clean and tidy, about the abolition of poverty and the development of an amoral society unfettered by the natural consequences of misbehaviour. The introduction of a moral element to environmental education could engender an attitude of acceptance and adaptability rather than encouragement to try to change everything. Students were bored with the conventional syllabus. "There is too much material and they are never allowed to delve deeply. They are continually believed on what they should do to get to the top in society, which is stupid when so few can get there. We spur them to rise but the path is boring indeed. It has no purpose other than for his own petty advancement. The pupil is offered no chance of ever doing anything really original, not even in the world of crime." Mr Kenneth Marks, Under-Secretary at the Department of the Environment, said he was not clear how environmental studies could be incorporated in the curriculum. "It is a difficult subject to assimilate. Teachers are faced with a confusing situation, which can all too easily blunt enthusiasm and lead them off on the wrong track." The main effort for enlightenment should come from the schools, where there was already such enthusiasm for the subject that there was a danger of over-use of those parts of the countryside where there were outdoor study centres.

Oil bonanza fires interest in geology

Oil exploration and such natural disasters as earthquakes and volcanic eruptions have put the much neglected subject of geology to the forefront of public interest, says the Schools Council in a report published in a week that has witnessed the oil rig blow-out in the North Sea. Geology in the School Curriculum, by the council's geology curriculum review group, says the subject should play a larger part in primary and secondary education. Dealing with vast scales of time and space, it has an enormous contribution to make in scientific education. "All syllabuses include substantial elements of geology as these can contribute significantly to the process of integration. Similarly, geological concepts may be used to teach some of the fundamental ideas of physics, chemistry and biology." Through geology, practical science could be taught without expensive school laboratories. Rural and even urban surroundings provided the necessary "outdoor laboratory". The committee says more geological topics should be included in schoolwork to introduce more science into primary schools and to improve the teaching of environmental science. But teachers found this very difficult because of shortcomings in their training and because of the shortage of suitable materials and advice. However, more science teachers who were introduced to the subject through Open University earth sciences courses were now including it in their teaching. The report recommends a major curriculum development project aimed at geology at CSE and O-level to stimulate interest in the subject. When such a project was set up to the Schools Council last spring, the council decided to await reactions to this report. Dr Chris Wilson, the chairman of the review committee, said this week: "Geology is out on a limb. The problem is that most geology is taught by geography teachers, and science teachers are lukewarm towards it. Our feeling is that we now need to generate more interest among science teachers. It is a marvellous vehicle for getting over science in a very exciting way. We want to see it develop as a subject in its own right and as an adjunct to science courses." To generate support for the project an open meeting of the Geological Society's education committee is to be held on May 28. Geologists, teachers and science advisers have been invited along to discuss the issues raised in the report. Geology in the School Curriculum, Schools Council Working Paper 58, published by Evans/Methuen Educational, price £1.85.

Apprentices puzzle over basics

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PERSONAL COLUMN

Gerry Fowler Tricks of the all-in trade

By all accounts my successor as Minister of State at the DES, Gordon Oakes, was given a rough time recently when he spoke to the annual conference of the Fifth Remoys about the high cost and low efficiency of much sixth-form teaching. The lads seem to have been their normal "mannered" selves, even to the point of tending to be the Headmasters' Association in conclave. (Who could believe that? What will they get up to next?) And what they said about Gordon behind his back (nasty snatches) seems to have been nobody's business. Gordon Oakes does not need me to defend him. But the HMA is certainly going to need help from someone if its members continue to refuse to consider rationally an increasingly serious problem. Some of us fight hard for the best in education. But that can never be the defence of the vested interests of those whose salaries depend in part upon the number of sixth-form pupils they retain in their schools. Doubtless I shall be told that this is grossly unfair, and that the assembled headmasters were motivated only by a passionate belief, based on carefully researched evidence, that it is to the great educational benefit of 18-year-olds to be in the same school as 11-year-olds, and vice versa. Schools must have a 16 to 19 "top" to give leadership and to set an example to the younger pupils. It is after all the best way for the future leaders of the society (the minority who stay on to take A levels) to learn the tricks of the trade. If at this point in the argument the question was asked "What do you think of the show so far?" the only possible reply is that familiar to devotees of Morecombe and Wise. There is simply no evidence that the 80 plus sixth forms and tertiary colleges in existence are less effective, in either the cognitive or the affective elements of the learning process, than the sixth forms of 15 schools. Nor is there any evidence that 11 to 16 schools are less successful than the corresponding sections of schools catering for a wider age group. No evidence conclusively proves the opposite of these propositions either. The argument cannot therefore be settled on educational grounds alone—although I am personally convinced that very few learning groups do not always provide the stimulus to their members found in larger groups. This is where economic arguments become relevant. Shirley Williams says that, on this evidence available to her, the staffing ratio in sixth forms is "only a little less generous than that in higher education". I suspect that, in default of enough hard evidence, she was being cagey. It might well be that staffing ratios in many sixth forms are more generous than those commonly found in higher education. The problem has its origin in part in comprehensive reorganization, and partly in the personal preference of some post-16s for continuing their education in FE colleges rather than staying on in the sixth form. In the grammar schools of 20 years ago sixth-form staffing ratios may have been generous, but they usually represented the most efficient use of resources available to obtain within a given locality. In comprehensives, a smaller proportion of the total population of the school continue their education beyond the statutory period of attendance, and some of those who do opt for the FE colleges rather than the sixth form. It was sometimes possible to overcome this difficulty by creating very large comprehensives, with commensurately large sixth forms, and large nowadays no one likes large comprehensives. They are said to be impersonal and disorganized. Of course, the sixth form or tertiary college is not the only answer to the problem. Sometimes it will be possible to concentrate sixth form studies for two or three 11 to 16 schools at the top of one of them. Sometimes all schools in an area may transfer to a single transfer system upon entry to sixth form, so that in the urban disciplines efficiency is still to be made of the cooperation of specialist teachers. It is essential that we establish the facts in this matter. What is the present state of sixth form studies over what is it in particular that we want more efficient organization, if any, do buildings and existing staffs lend themselves? The HMA was reported criticized Gordon Oakes but could not give them a figure for the national teacher ratio at sixth form, wonder, just how many critics could give an estimate for their own school, and several disciplines taught in short. We need more discussion on the basis of hard evidence, and less especially from those who would lead one to believe knew better. We must take note of reorganizing just as it is, especially in areas where only recently changed comprehensive patterns should never be supposed all too easy, to suggest a new appointment follows the number of requisites from schools and in response to the general care published in the local education authority's local education plan. The pack will include statistics about abortion and alcoholism, quotations from rock music, pictures, and children's writing about loneliness, suicide and death. Some of it will be written with slow readers in mind. The programme will be made up of 100 minutes of material from young people known and more approachable, and will recruit some of the 7,000 volunteers needed in addition to the 18,000 they already have. A Well being among girls. Not unduly upsetting, he says. "All the psychological evidence suggests that you cannot put the idea of suicide into someone's head by talking about it. It is not dangerous to be hard on it. In our experience they are happy to talk about such things."

Rate among the young

ing fast, say Samaritans

There was no clear correlation between suicide and attempted suicide and the pressure of exams. Nor was there any evidence that pupils were more prone than others to suicide or despair. Inner city branches of the Samaritans have a particular problem with young people who run away from home but, overall, rural branches receive just as many calls for help. The Samaritans want more schools to invite volunteers to give talks to that by the time children leave school they will know about the organization. The pack will include statistics about abortion and alcoholism, quotations from rock music, pictures, and children's writing about loneliness, suicide and death. Some of it will be written with slow readers in mind. The programme will be made up of 100 minutes of material from young people known and more approachable, and will recruit some of the 7,000 volunteers needed in addition to the 18,000 they already have. A Well being among girls. Not unduly upsetting, he says. "All the psychological evidence suggests that you cannot put the idea of suicide into someone's head by talking about it. It is not dangerous to be hard on it. In our experience they are happy to talk about such things."

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Poly teachers slam poor careers advice to pupils

Ill-informed careers advice, inability to express themselves and the low status of industrial work are major hurdles for young people entering further and higher education, said the Association of Polytechnic Teachers in evidence to the House of Commons committee of inquiry into educational standards on Monday.

Dr A. J. Pounton, secretary of the association, told the committee that many incoming polytechnic students had to be rejected because they had dropped the essential subjects, often mathematics, at an early stage. Others, many of them girls, had been misled in other ways.

"Many of them have studied two modern languages under the impression that they could get jobs in which they can be used. Eventually they discover that this is not possible and they become teachers or shorthand typists. By the time they have reached GCE A level there is nothing else they can do."

Many teachers were unqualified to teach the subjects they were expected for. The damage was particularly severe in science and maths.

Dr. Pounton complained that there was an anti-industry ethos in the schools. Many teachers see the aims of their pupils as to avoid getting into some sort of industrial work. They want higher education that will give an opening to a pen-pushing job. Children who go into industry are regarded in the schools as some sort of failure. Their

triumph is the pupil who goes on to Oxbridge.

The two-year-old Association of Career Teachers told the committee that much of the blame for declining educational standards must lie with parents, primary schools, and split-site comprehensive schools.

Mrs Maureen Pritchard of Lewis Comprehensive School, Ystrad Mynach, mid-Glamorgan, said she blamed the primary schools for some of the difficulties experienced in secondary schools. "The children are not prepared for sustained work. They come to us with the idea that there is no set pattern to the day and that they can talk all day."

"Too many pupils were not encouraged in their school work by their parents and they were allowed to put their social lives before homework. Nor did the comprehensive school help."

"The split-level comprehensive really is criminal. It destroys communication between teachers and pupils. We are doing less well now than we were with the old secondary modern school. The tragedy is that the very people the comprehensive schools were designed to help are suffering."

Mrs Vicki Tisley, of St Edward's Secondary Modern School, Poole, Dorset, said that the length of time during which pupils could concentrate seemed to be getting shorter. "Teachers have to compete with the slick presentation of television and it takes longer to establish a rapport with the children."

Pupil governors lose voting rights

Tameside Education Committee have had to convert their pupil governors into "observers" after a warning from the Department of Education and Science that a minor should not hold an office of public trust.

The governing bodies of Tameside's 28 secondary schools have included fifth year pupil governors, elected by their fellow pupils, since 1974. They have had full voting rights.

A decision this year to widen the representation of governing bodies and to double the number of pupils on each board ran into trouble when the DES was asked about the legal status of minors.

Mr Derek Marbeck, assistant director of education for Tameside, said this week that until the position had been further clarified pupils would only be able to observe and would have to relinquish their voting rights.

William Tyndale: disciplinary decision Strike cost staff their jobs

The William Tyndale disciplinary tribunal has ended by treating the strike as an industrial dispute. It is recommending that the head and five teachers should be sacked because they went on strike and set up an alternative school.

All six—Mr Terry Ellis, the head, Mr Brian Haddow, Mrs Jackie McWhirter, Mrs Dorothy McColligan, Miss Sheila Green, and Mr Steve Felton—were found guilty of indiscipline over these actions. They had not disputed the basic facts but argued that their behaviour was justified by the authority's own actions.

On the inefficiency charges, which were put in a large part of the tribunal hearings, Mr Ellis and Mr Haddow, who strenuously contested the evidence put forward by the authority, are likely to have more scope for questioning the facts. They have not yet decided whether they will be able to pay, as they did during the tribunal, to be legally represented: both the authority (which helped pay legal fees for those involved in the public inquiry) and the National Union of Teachers refused to provide for the tribunal, in spite of a recommendation by its barrister chairman, Mr Gary Flather, that ILEA should do so.

If the appeals fail, the recommendations have still to be adopted by the schools subcommittee. It is unlikely that the committee will do so. The decision to bring the indiscipline charges was taken by ILEA's controlling Labour group, overruling a recommendation from the then Education Officer that Mr

Ellis and Mr Haddow should be brought before a tribunal. Since the start of the proceedings the six teachers have been on paid suspension, code lays down that pending appeal is normally pay.

Members of the schools committee are not supposed to be ruthlessly weeded out after the appeal. So they have been sent only to the tribunal on both sides.

London politicians in the Greater London Council report will have on Monday to try to assess what the implications are for the long term of near to 20 secondary-school gain control from the Labour Party.

Many of the Labour Party have been helpful in the past, but the timing of the report will, despite its recommendations, simply revive the electorate has about 100,000.

On this point the Labour Party's success story and its bright prospect for girls in a great fact that it was forced to supply only one copy of the documents in the case. The result of a decision by the Labour Party to supply the teachers' defence during the tribunal, in spite of a recommendation by its barrister chairman, Mr Gary Flather, that ILEA should do so.

Why they walked out

The teachers went on strike, says the tribunal, because they feared the worst from the inspection which has been scheduled in our view the root cause of the strike was the teachers' stubborn unwillingness to do that which circumstances outside of their control were forcing them to do—namely, to give a full account of themselves and to justify the practices they had adopted at the school.

"We think they realised that any inspection would reveal that all was not well within the school. Fearing the worst result and knowing that this would be exploited by some of the managers who they mistrusted, and by the authority to lesser degree, they turned their back on the inspection, seeing that by doing so its purposes would be frustrated."

Running an alternative school during the strike and ignoring the education officer's instruction to "desist" draws the heaviest condemnations of all. The tribunal says: "When teachers refuse to return to their school where they are employed to teach, and when they clearly indicate the stance of their employer by opening an alternative school drawing upon children who were on the roll of their school, then in these circumstances the indiscipline can only be characterised as indiscipline of the gravest kind."

appeals subcommittee. The proceedings, while they are not likely to last anywhere near as long as the tribunal or the public inquiry—which successively each held more than 60 hearings—may still be lengthy. The appellants have a right to call new evidence, or witnesses to challenge the validity of the tribunal's version of the facts.

In this case the teachers are unlikely to be able to contest the admitted facts relating to the strike or the alternative school, but they will be able to dispute the tribunal's interpretation of what happened and its conclusions.

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Old Auld story... almost

The Tyndale saga, as the tribunal retells it, is much the same as the version by Mr Robin Auld, which conducted an independent inquiry which reported last summer. But the roles of two of the principal characters are rewritten.

The Terry Ellis of the Auld report was a mild, indecisive head, pushed along helplessly by a tough subordinate. Mr Auld endorsed the view that Brian Haddow was the man who made the running in the Tyndale staffroom.

The tribunal rejects Mr Auld's description of Mr Haddow as the "main architect" and the driving force in causing Mr Ellis to adopt confrontation tactics. It says its own impression of the head "was not that of a man who could be easily led or influenced in a direction in which he did not wish to go". The head's interpretation of his role, the tribunal believes, was derived from his own political and educational philosophy.

The tribunal rejects Mr Auld's view that Mr Haddow had become "mesmerised" by the idea of progressive teaching, cooperative teaching and options systems. "He was, however, determined to try to achieve the implementation in educational terms of a particular social philosophy which he believed that if he persevered his scheme would shake itself out and work well."

Mr Haddow, the tribunal says, is a sympathetic and competent teacher, motivated by a genuine care and concern for the children in his charge, although it was expressed "in a misdirected manner".

The team teaching scheme which Mr Haddow was responsible for conceiving, and which was the subject of the inefficiency charge against him, was over ambitious

and difficult to operate. The ultimate responsibility for allowing it to run as it did, the tribunal says, rested with the head.

Mr Haddow, it points out, though got no guidance at the time from the district inspector.

The tribunal formed the view that Mr Ellis, too, has real capabilities and skill as a teacher, but had shown that he was incapable of exercising the responsibilities of headship in a realistic and constructive way. "We think that whereas on account of his conduct he should be deprived of his headship, we do think he should be given the field, when properly directed, he has proven capabilities."

The tribunal rejected Mr Ellis's argument that he had not failed in any area when the authority clearly stipulated the action to be taken. His efficiency was being questioned in areas left to a head's discretion.

The tribunal said: "It is a tradition of the English educational system to allow considerable autonomy to the individual headteacher in determining his own way of working subject to satisfying the local education authority that it is efficient. Common sense, imagination, attention to the views of parents, managers and inspectors all play a part."

"If he persistently uses his discretion so badly as to make serious mistakes, fails to accept advice or to use facilities provided by the authority where to support him and to the school's benefit, he has the right, indeed the obligation in our view to lay a complaint of inefficiency for the protection of the children in the school."

to improve maths teaching Kathleen Ollerenshaw (right)

Maths—minus staff don't add up

Members of the schools committee are not supposed to be ruthlessly weeded out after the appeal. So they have been sent only to the tribunal on both sides.

London politicians in the Greater London Council report will have on Monday to try to assess what the implications are for the long term of near to 20 secondary-school gain control from the Labour Party.

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Be ruthless also in moving teachers to make vacancies for incoming teachers with good mathematics qualifications so that there is, as soon as possible, at least one competent mathematician in each school.

Give priority in in-service training for those who seek to improve and update their mathematics teaching, but exercise great care and discretion in the nature and content of the courses attended.

Ensure that every primary school has a sufficiency of mathematical games and puzzles in library corners and other centres—these can all be "home-made", or crafted by older pupils.

Create clubs and centres and exploit these for mathematics education and activity in a variety of ways.

Make sure that mathematical talent is noted whenever it may appear, even (or especially) among the youngest children, and then foster it... insist in teachers the necessity for noting any special liking for maths and for passing the information on and upward through the system, and not to be afraid to admit that they may not themselves be able to supply all the necessary stimulus even if they had the time... be sure that all teachers know of the existence of the centres (when they exist) and recommend children to visit them.

Examine very critically mixed ability teaching as it affects mathematics education both in the final



years in the large primary school and in the early years of secondary education. Where it has to be accepted, then arrange that at least for one period in the week or after school in a club or centre those with special talent in maths are allowed to meet or be taught separately with others of talent.

Ensure in every school that mathematical work schemes are "finished", i.e. completed—they can be shortened or curtailed, as necessary, but no "new method" should be left in the air without clear applications and scope of direction, otherwise all effort is largely wasted.

Ensure that some part of each stage of the maths syllabus tests the ability to think; and make sure that mathematics is both spoken (correctly) and written with full mathematical sentences with correct use of symbols, that is that work should not consist only of pencilling in numerical answers to problems.

Do not turn off the top (whatever the temptations to do so) of mature entrants with good experience outside the education system—particularly experience in the kind of employment with an

essential mathematical content in which those of average and less than average ability may hope to obtain work—for example, Merchant Navy or Royal Air Force pilots, those from manufacturing and building trades, from management and sales, and married women would-be returners.

Continue the development locally of teachers "guidelines" for schemes of work in maths, but ensure that these are accompanied by advice for maximum extension of those pupils who show ability in maths... agree that abilities in maths vary very greatly and ensure that the ablest are not held back doing multiple repetitive examples at stages already well understood... never be allowed to allow children to learn maths far beyond their normal class age-group if they are eager and able so to learn.

When qualified mathematicians become heads and, before that, deputy heads (as they do in numbers beyond their straight proportion among staff, possibly because of their ability to undertake efficiently the unpopular and difficult chore of timetable in a large school), try to ensure that they are not thereby forever removed from all mathematics and other teaching... it might even be feasible to "require" or at least ask heads and deputy heads to continue some maths teaching if they do not already do so... similarly ensure that heads of departments of maths even in large schools arrange their days so that they come into direct contact fairly regularly with every individual pupil who has shown exceptional mathematical promise at any stage.

Devise and provide bench marks for teachers so that they can know what is expected in maths of them and of their classes... in particular, ensure that certain agreed mathematical skills and concepts are firmly learned before the use of transfer from one sector to the succeeding sector, so that, as far as possible, there is a common base on which each new stage can build.

Earlier Dame Kathleen criticised the colleges of education for doing too little to remedy the poor mathematical ability of so many of their entrants. In 1972, half of all women entrants to the colleges had no mathematics O level.

All teachers entering college after 1962 have had three years' training. If at the end of three years they were labelled qualified to teach in primary schools and yet were not competent to teach primary school mathematics by both modern and traditional methods (for they are likely to encounter both of the latter), then the fault lies squarely with the professional integrity of those colleges responsible.

In 1975 almost exactly half of all teachers in maintained primary and secondary schools in England and Wales were under 35 years of age, more than 40 per cent of women teachers under 30. Probably more than half of all teachers in the primary schools were under 30. It may seem to the outsider extraordinary that there is such an outburst for immediate in-service training with special reference to mathematics teaching when so many are virtually only recently out of college—and even more extraordinary that we may be blithely preparing to invest in a huge in-service and re-training programme with these very same colleges as the base.

There should, perhaps, be much more critical examination of prospective plans for in-service training. All teachers need refresher courses and access to some in-service training with opportunities to exchange ideas and experiences with colleagues. The worry is in the nature of in-service training as related to mathematics.

A great deal of the harm and ill-repute of school mathematics today is probably a direct result of ill-digested in-service short courses of the past decade, when teachers, with scant mathematical background of their own to fall back on, have been expected to grasp aspects of mathematics which are totally new to them, and then go back into the classrooms and pass them on to children.

ILEA asked to clarify code

The tribunal consisted of the city's deputy education officer, John Bevan; the deputy education officer, Mr G. Rogers; Mr Stephens, head of Oliver G. Junior School; and Mr G. C. Flather, head of St Joseph's School. Its chairman, Mr Flather, is one of a panel of three on whom the ILEA tribunals, and who are members of the governing bodies of the schools headed by Mr Bevan, Mr Rogers and Mr Flather, who conducted the inquiry into the school.

The tribunal said that it had "ploughed the ground of us" and thrown up a detail. "A disciplinary hearing never before faced such a task," says the report. "But it was the first investigation of specific charges against the head from the beginning."

It regarded itself as a completely independent body and reflections by the teachers that it was not impartial because members' individual relationships with the authority. It criticised authority for only providing witnesses at the hearing of being slow, and indirectly for being slow to volunteer documents.

The tribunal criticises the staff code. It says that ILEA teachers have a convincing evidence that documents are being kept their conduct which they are allowed to see. Clarification of this and other points is recommended.

The tribunal endorses a view that the most serious of made in the Auld report by Mr Harvey Hinds (who is only as the former head of the school's sub-committee) is that the teachers' conduct, these failures justify a part.

None of the ILEA staff gave evidence. The tribunal mildly criticised the district inspector, Mr Donald Rice, and mentioned that he was forward as a witness. It said that a more active intervention by the inspectorate would be appropriate.

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Great Debate (Tory model) gets under way. STEPHEN COHEN reports

Parents' charter (mk 2) unveiled

The Conservative version of the Great Debate got under way in Manchester last week with dozens of short speeches criticizing the state of the nation's schools, academic standards, teachers' dress, discipline, and lack of parental choice.

Mr Norman St John-Stevens, Conservative spokesman on education, opened the first of three regional conferences by welcoming the recently concluded Government-sponsored conferences. The Tory approach concentrated on parents, he said. But although many of the speakers invited to take part were parents, they were also often teachers, councillors, or school governors.

An educational revolution was taking place. "All of us concerned with the future of children and young people in our schools must strive to see that it is turned to constructive purposes."

"All over the country parents are besirring themselves and demanding that their views on the education of their children should be taken seriously. This is an excellent development, but we must remember that while the recognition of parental rights is important, the performance of parental duties is of equal significance."

"As Conservatives, we believe that parents have an inalienable right to educate their children, and that everyone in the education service, from the Secretary of State down to the most anonymous dinner lady, exists to help them in this task. Education policy should be so shaped that every parent has full opportunity for exercising his or her rights and responsibilities."

Three years ago, he said, he launched the parents charter. He put forward now a revised version.

Time to end the system of zoning. "This was introduced as an emergency measure to meet the needs of huge rises in the school population. That is now coming to an end, and in a short time, school rolls will be falling. Why not allow every parent within the local education authority area, and indeed across the boundaries, to select the school of their choice?"

Parts of the education Acts should provide clear obligations on the state and local authorities to take account of parental wishes. "Such a clause would provide that authorities should follow the wishes of parents unless the cost of the educational needs of other pupils make it unreasonable to do so."

A system of appeals should be established so that parents dissatisfied with allocation of schools, or other matters, would be able to make their voices heard. Parents should have the right to be represented on school boards of governors and managers in substantial numbers. "The proportion I suggest to you is between one third and one half of the governing body."

Heads should be encouraged to form parent-teacher associations to assist and support teachers.

Schools should publish prospectuses about their records, character, specialities, and objectives. "Parents must have the requisite knowledge to decide between schools."

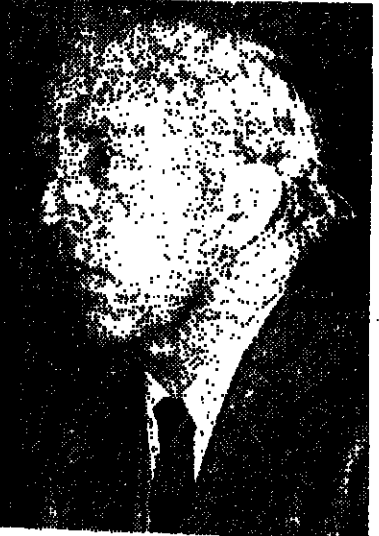
Direct grant schools (which Con-



Mr St John-Stevens: A revolution.



Mrs Harney: Heads under pressure.



Mr Brash: Against the stream.

servatives are pledged to revive). Mr St John-Stevens wanted to know what the conference thought about providing places in them for children of parents who would pay according to their means. Most of the 140 people who took part in the debate were in favour of publishing school exam results so that parents could compare the performance of schools. Mr Ted

Schools account boyson

...would hold annual "share-outings at which the school and governors would defend and explain their record to parents, said Dr Rhodes, Tory education spokesman.

The Conservative Party Education Committee on 21st Nottingham that would publish a prospectus every year.

...the prospectus would be published to encourage school achievement and parental involvement.

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£15m a year—the cost of vandalism

Vandalism and arson are costing local education authorities more than £15m a year, according to a pamphlet published by the Save the Children Fund last week. Much of it is done by children under 12, many of them girls.

Vandalism in Schools describes vandalism as an expression of adolescence and calls for a coherent national campaign to tackle it. More parental discipline would help, it says.

"Vandalism is caused by people at the bottom of the heap, who are unable to achieve status or influence events in any other way."

Groups of people in each school should have a specific responsibility for fighting vandalism. They should include teaching and administrative staff, parents, i.e. representatives, pupils, social workers and the police.

"Genuine teacher and pupil participation in the running of schools is at the heart of any long-term solution."

Centres should be set up at further and higher education or adult education colleges, where a small paid staff could help schools to fight vandalism by offering information and running training sessions.

There should also be a national information centre. This would specialise in crime, crime prevention and semi- or non-criminal behaviour in order to cover all forms of vandalism.

The Save the Children Fund claims that the ideas put forward are cheap, simple and practical. In Glasgow alone the cost of repairing vandalism would build two new primary schools every year.

Vandalism in Schools, Child Care Department, The Save the Children Fund, 157 Clapham Road, London SW9 0PT. Price 11.



Youngsters who turn on to TV sex

Children aged between 11 and 15 regularly watch explicit sex and violence and hear obscene language on television, a survey revealed last week. Some of them agree there is too much of both.

The findings, published by the National Viewers and Listeners Association after a survey of 900 schoolchildren, showed that one in four children thought too many programmes were orientated towards sex. Two in five thought there was too much emphasis on violence, sensationalism, fantasy and sordid reality.

The questionnaire answered by schoolchildren aged 11 and over in schools of all types in various areas of Britain, also showed that in almost half the children's homes viewing was unrestricted whether the programme was suitable for family viewing or not. There was less control over what younger children watched than over those

aged 16 and over. Sets were switched on before 5 pm in most homes.

Parents of grammar school schoolchildren exercised more control over what their children watched than parents of secondary modern children.

About one in four children felt that television affected their attitude towards parents, their elders and younger children, while half of them felt it affected their views on morality, religion and general behaviour.

Half the younger children were frightened by some programmes, particularly if they were in colour. Three out of four children tried out suggestions from programmes.

About half the younger boys and girls felt television helped them to get on better with members of the opposite sex, but this view was not shared by older children.

The association said their report

indicated that "millions of children between the ages of 11 and 15 are watching programmes described by the broadcasting authorities as adult."

"They have therefore seen many X films, many 'Plays for Today' and much of the adult violence which is now causing so much concern. They have heard obscene language, coarse blasphemy and have watched explicit sex."

"The effect of this upon the minds and emotions of the children is incalculable."

The association criticized the broadcasting authorities for not translating their academic concern into action, and for being too preoccupied with viewing figures and competition with other channels.

The primary, though not the sole, responsibility for the breakdown of discipline and increase in social violence lay with television rather than schools.

Headteachers back social studies of going comprehensive

The booklet says that "selection is rooted in the idea of types of pupils for types of education and is made at an age which is no longer defended. It implies that access to some knowledge should be denied to many pupils and lays undue emphasis on a very narrow view of excellence and on a wasteful view of aptitudes and abilities."

Supporters of comprehensive education do not believe that all children are equal. Instead the booklet notes, there is "a firm belief in the vast range of talent and potential amongst all our pupils, in the variety of abilities and aptitudes within each pupil and in the certainty that there is nowhere that line can be drawn to separate pupils into types."

"A belief in the equal worth of human beings and in the need for society to demonstrate its acceptance of this principle points inevitably to the desirability of the comprehensive school. Within it there is the best opportunity for the promotion of social tolerance and political awareness," the association says.

The Union of Students in Ireland hopes that the relative volumes of the submissions by those for and against comprehensive schools will be the sole criteria used in taking a decision "because it is precisely those elitist interests who have benefited most from the selective system who are so articulate and strident in their opposition to any egalitarian or democratic model of education."

In a submission to Lord Melchett, the Minister responsible for education, the union expresses the view that "only a genuinely comprehensive system of secondary education is compatible with the principles of social justice and equality of treatment for all."

It favours 11-16 schools followed by 16-18 colleges based on the existing technical colleges, and catering for O and A level students, as well as OND, City and Guilds, pre-nursing, craft subjects and pre-apprentice and block release courses. USI also advocates more extensive lay representation on school management committees in addition to churches and area boards.

Royal appeal aims at youth

Deprived and sick children are to be among those who will benefit from a trust announced this week by the Prince of Wales to mark the Queen's silver jubilee.

The trust will sponsor young people to help others. Some of the schemes will involve people from other Commonwealth countries. The activities which Prince Charles wants to encourage include work in hospitals and homes and help for the elderly, lonely, disabled and mentally handicapped.

Some groups will concentrate on improving their local environment, and some will take part in

adventure projects to bring out qualities of leadership.

Prince Charles said that he hoped his appeal would awaken a realization of what young people can do, given the opportunity to accept responsibility and have an effect on the world.

He undertook to see that the money from the appeal would be released quickly and said that some projects had already been planned. Support had been promised from many quarters.

Contributions to the appeal can be sent to: The Prince of Wales, PO Box 1077, Buckingham Palace, London SW1P 1AA.

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Dartington: a quiet Devon retreat for a pensive conference.

How the classroom got lost in spheres of high-flown thought

An educational conference held at Dartington last week took as an unusual starting point for its daily sessions the different spheres of existence posited by the French Jesuit priest, Teilhard de Chardin. "Alternatives for Humanity", as it was titled, was the second of an annual series of conferences in new themes for education that were started last year by Mark Brahm.

As he put it: "Most reforms in education have come about because of the views of people in other professions such as scientists, psychologists and politicians. We wanted to give educationists the chance to consider possible alternatives in their own field."

This year the Teilhardian distinctions of different spheres of existence formed the basis for the discussions. De Chardin explained his ideas in *The Phenomenon of Man*, which was published in 1959. He pointed out that man is an essential part of nature and not separate from it, and that evolution is still taking place in human life, thought and society.

He distinguishes his different spheres of existence that surround the earth as: the "biosphere", the web of life that we mean when we talk about Nature; the "psychosphere", the awareness of life and consciousness of being; the "noosphere", the sphere of human knowledge; and the "theosphere", which bundles together spiritual beliefs.

A great deal was said about ecosystems, the influence of the planets on personality; different aspects of the self and ways in which these should be developed. Participants considered how man's perspective of himself has changed from being the centre of the world to being a tiny part of an increasingly complex cosmos, and they looked at the wide range of forces which exert their influence on man.

The conference was told about the different hemispheres of the brain and how education has stressed the use of the cognitive hemisphere at the expense of the intuitive. Man, it was said, is a "religious animal" who is now as spiritually inhibited as he was once sexually repressed.

After four morning sessions of "mind-expanding" talks, those at the conference (mostly lecturers at universities or polytechnics, administrators and heads of schools and colleges, students and a worryingly small proportion of teachers) were left to meditate between lunch and tea. Tea was followed by two hours of workshop sessions with the morning's speakers when, presumably, they should have been asked to define their terms and, after the impressive array of generalisations, to get down to the more pertinent questions of how their ideas should be incorporated into education.

Unfortunately the workshop sessions tended to be merely a continuation of the talks, and few people even challenged the assumptions on which the ideas were based. There was hardly any reference to the classroom. As one teacher pointed out: "This may have been because those of us who chose to come here were already sympathetic to the views that have been put forward."

Another said: "It's been a good mind and body health farm, but

the most useful thing as far as my work is concerned are the contacts I've made with people in other schools and colleges."

Besides the academics, psychologists and biologists at Dartington, a number of speakers and visitors were representatives of alternative life styles. These included Tom Burke, the director of Friends of the Earth, and members of the Findhorn community, a spiritual community from the north of Scotland which became famous through growing giant cabbages on barren soil. "You can always recognize the Findhorners", said one cynic. "They wear beafrific smiles and wellington boots."

There were also the Eastern spiritual leaders representing Hinduism and Sufism, who had flown over from America, including Sri Swami Sachidananda, the founder and director of the Integral Yoga Institutes and co-director of the Centre for Spiritual Studies in New York. With his shell pink robes and flowing grey beard he had, as everyone agreed, great charisma. Sitting cross-legged on a Persian rug, he introduced his speech with a profound silence.

The last day of the conference was devoted to education. Dr Michael Huberman described some aspects of the experimental school, the Ecole Arca, which he has helped to found in Geneva for seven to 14-year-olds. The school is supervised by educational researchers and regular assessments are made of the performance of each child. He talked about some of the problems of the school: the way that the lack of formal structure could worry staff and pupils who did not have the necessary self-direction. He was also faced with the demands of parents who expected unrealistic results from the school.

There were the usual personality problems which come up in a community, particularly when several staff in the same room were dealing with different groups of children. The school's curriculum is tied to the Swiss examination requirements but in the early years the education is child-centred, he said.

Although he has plans for starting a secondary school for 14 to 18-year-olds, he failed to suggest possible alternatives for secondary education when asked by the headmaster of Dartington Hall School, John Wright.

Leo Fernis, a former director of Unesco's International Bureau of Education, stressed the need for a more international concept of education. Colin Ward, the education officer of the Town and Country Planning Association, and director of the Schools Council project on art and the built environment, whose views were published in the TES last week, hoped that "the purpose school" would enable us to make better use of our educational resources.

But on the possible alternatives for education, everyone, like the Swami, kept a profound silence. As Maurice Ash said in his final summary of the week of discussion: "After passing through all these different spheres—where are we? All I can say is that we're here at Dartington."

Betka Zamoyka

When teachers are de-

English insularity is still a major barrier to the teaching of the mother tongues to immigrant children, according to an NFER report, *Language needs of Minority Group Children*, by Miss June Derrick.

The English, says Miss Derrick, are still barely tolerant of the bilingualism of the Welsh and the Irish. Entry into the Common Market found them totally unprepared linguistically.

"It is small wonder that the languages of minority groups in England are given little attention in schools. At first sight it looks as if languages other than English are not thought of as assets so much as liabilities."

Knowledge of the languages of

immigrant children is not known among teachers in the schools, even to the extent of knowing which languages their pupils speak.

She concedes, however, as many as 20 different languages current among one school there is limited offering of instruction in any of them.

Lack of knowledge, however, does not mean that immigrants see the problem as a complication, she says. In fact, they would prefer to identify their school, with the language of their parents.

Local authorities should be urged to consider the views of immigrants embarking on any new

Call for better sex instruction

Some teachers do not know enough about sex, a recent conference at Loughborough, Leicestershire, on sex education for youngsters was told.

Mr Trevor Locke, of the National Youth Bureau, said many children were leaving school not fully aware of the important role sex played. Teaching standards had to be improved.

"It is not enough to teach the facts of life to children. They should

be taught about personal relationships and have a knowledge and emotion. They should understand the meaning of sexuality in society."

The conference, attended by workers, teachers and guidance counsellors, discussed the standard of sex education in most schools was still well below the level of the Health Council and Schools Commission. It urged the H.C. to spend more time and money on improving sex teaching.

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President Carter's stock in trade is his brushiness, and his upward retilish for the reputation attached thereto. His announcement on April 7 of the new Administration's policy on the reprocessing of nuclear fuel (which is not for the time being to be carried out in the United States) and on fast reactors (which are not for the time being to be exploited commercially) should be regarded in this light.

Indeed, at the press conference at which President Carter made the announcement of his new policy (but in connection with the domestic issue of federal support for certain vast water resources projects) he was heard to say with pride: "I am not much of a trader—that is one of my political defects for which I have been criticized a great deal!"

Especially in the light of recent history, it is a fair guess that Americans are disenchanted with horse-dealers as presidents, but a capacity to smell out in advance sources of insuperable opposition does seem desirable.

For lack of it, Mr Carter has suffered two rather humiliating defeats in the past few days—Mr Cyrus Vance's ill-prepared attempt to persuade the Russians to accept a more radical (and for that matter a more desirable) version of the SALT agreement, and the president's own failure to persuade Congress that each American taxpayer should have a tax rebate averaging \$50. My own guess is that the brave new nuclear policy will come unstuck in the same way.

The objectives are praiseworthy enough. What the president is seeking to do is to slow down, or even to halt altogether, the proliferation of nuclear weapons. He and his advisers are, moreover, linked with the same being technically correct in saying that the manufacture of nuclear weapons is not possible without nearly pure plutonium-239 or highly enriched uranium-235.

It does not, however, follow from this that a unilateral decision by the United States not to reprocess

fast reactors will not exploit the slightest possibility of nuclear energy. The world would even be more productive...

Although the new policy is inspired by international considerations, its feasibility (for the recent study of energy problems in the United States commissioned from the Mitre Corporation by the Ford Foundation.

That document made two relevant points on the future of nuclear energy—that the reserves of uranium in the United States are greater than had been thought, and that even with the present in-horse-dealers as presidents, but a capacity to smell out in advance sources of insuperable opposition does seem desirable.

They say quite openly that they will not formally eschew the manufacture of nuclear weapons until the existing nuclear powers take substantial steps in the same direction. This may or may not be a thin cloak for malign intentions, but it is one that will not be abandoned simply because the United States has chosen not to isolate further substantial quantities of plutonium.

If the United States now follows President Carter's new policy to the letter, and decides not to supply these countries with nuclear materials because "they do not share our commitment to non-proliferation" the result will be that it will be still of far more than at present for them to justify entirely independent nuclear industries.

Surely, one would have thought, it would be better to keep on supplying uranium and other nuclear materials under the terms of the NPT which, among other things, requires that even those who have declined to sign the treaty should accept international safeguards on materials supplied by signatories. What this implies is that President Carter should have been better advised to set about strengthening the NPT than to have quitotically

Mr Carter's rash, brash nuclear policy

at present account for the bulk of nuclear power produced in the United States. It follows from this that the mere availability of commercial fast-reactor technology could in the long run be a powerful bargaining counter in the continuing dialogue with OPEC about the price of oil.

Brashly to give up this bargaining counter is, to say the least of it, unwise. My own suspicion is that even President Carter will have second thoughts.

It would be different if the new policy was certain to yield the political benefits which have inspired it. In my opinion, however, the effect may be the opposite. The states which at present are most estranged from the Non-Proliferation Treaty, countries such as India and Brazil, make no secret of their discontents.

They say quite openly that they will not formally eschew the manufacture of nuclear weapons until the existing nuclear powers take substantial steps in the same direction. This may or may not be a thin cloak for malign intentions, but it is one that will not be abandoned simply because the United States has chosen not to isolate further substantial quantities of plutonium.

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imposed on his own nuclear industry a set of unnecessary and unworkable restrictions. The situation is especially absurd because it has apparently been agreed that countries such as France and Britain will not be expected to follow the new American policy to the letter, and that they will be able to continue reprocessing nuclear fuel for commercial customers in countries such as Japan.

Countries such as these will now have a powerful incentive to develop fast reactor technology as quickly as possible. They will now, no doubt, be told that enriched uranium fuel for light-water reactors will have to be returned to the United States and that such plutonium as it contains will at once belong to them, for potential use in fast reactors.

Even the most docile customers of the United States will be reluctant to toe this line, but will instead be looking for enriched uranium on more favourable terms from Britain, France and possibly South Africa in particular. And since supplies from such sources are not as plentiful as from the United States, the result will be a further incentive to make more economical use of it by building fast reactors.

In short, the new American policy will encourage outside the United States precisely the technical developments that are being inhibited domestically. Given the admirable competitiveness of American industry, that is a situation that will not last for long.

And although the new Administration has made it plain that one of the items on the agenda for the Downing Street summit in May is to be an attempt to make other industrialized countries harmonize their policies on nuclear materials with those now declared in the United States, the French for one will answer with an entirely predictable negative.

So it is simply a question of time how long it will be before Mr Carter, having tilted at this windmill, will be found to be caving in.

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It's all school to the under-5s

by Paul Moorman

A major investigation by the Council of Europe into pre-school education in 22 countries, including Britain, is entering its final phases. Findings published so far show—

not surprisingly, since the countries covered range from Malta and Turkey to Sweden and France—wide variations.

Common strands have, however, emerged during the series of conferences held by the council on pre-schooling since 1971. All the experts have agreed on the key importance of the earliest years. At the same time they have agreed that official interest is now on the wane.

The realisation that the home and community are essential components in pre-schooling has also been well documented. Attempts by pre-schools to give the disadvantaged a "head start" have been seen to be ineffective. Any apparent gains made quickly vanished when compulsory schooling began.

Much discussion has centred on the term "pre-school". As Mrs Elma Thronsdon, the former staff inspector for primary education at the DES who has helped to run the conferences, put it: "To talk of pre-school is meaningless. When a child leaves home to go to an institution he goes to school. He is part of a learning process."

An integrated curriculum for children from, say, three or four to eight has been another area of agreement. In Holland, for example, pre-schools are now wherever possible attached to primary schools.

In countries without this policy, the need to use the curriculum as an instrument to ease the transition from home to the compulsory school is widely accepted.

None of these conclusions may be particularly startling or new. Their significance is that they are now being presented in the overall framework of an international organisation at European level.

Both the EEC, especially in its migrants' programme, and OECD's Centre for Educational Research and Innovation are doing significant pre-school work. But much of the educational energy in these bodies are concentrated on the pressing problems of the transition from school to work, and of youth unemployment.

The council, therefore, sees itself as a front-runner in this field. To try and reawaken public concern for the pre-schoolers it is planning next year to produce a "commercial" book on the topic, designed to appeal to the general reader.

Meanwhile, the investigation is expected to recommend to the council's ministers of education that all children should have at least two years' free pre-schooling before compulsory school, that there should be a common curriculum for all four- to eight-year-olds and that pre-school and primary school teachers should have the same professional status.

As ever, the difficulty will be getting plans resolved and converted into action. As one council member says: "In most parts of Europe, the important part played by early education in the formation of basic learning abilities and behavioural patterns has to be fully reflected in official medium-term educational planning."

"The pre-school drive was launched at a time of growing public expenditure, but it soon encountered two major obstacles. These were the 'bill winds of economy' and the broad range of problems which arise once pre-school education is embarked upon—the challenge which this poses to primary education, the widening circle of direct involvement (parents, social services, communities), the participation of other professional groups, curricula, teacher aids and finally, government responsibility."

The report says that the governments of Europe at present seem likely "to shelve the question of an overall, integrated approach to changes in the educational system".

It was, however, the education ministers of the council's member states who set the investigation in motion after their 1969 meeting in Versailles, the thrust of which was the need for educational opportunities for all. As a result conferences were held in Venice (1971) on the aims, methods and problems of pre-school education, and in Leiden, in Holland (1973), on teacher training.

regions and the links between pre-school and primary school. Conferences have been held in West Germany on migrants and language teaching to the very young, and at Versailles on the pre-school-primary links. Last month in Bournemouth a follow-up symposium was held, concentrating on curriculum questions and the community. In the autumn the series is to end with a meeting at Storlien, in the north of Sweden, on the problems facing the young in remote areas.

Distances in Britain are short and differences in climate and accessibility relatively small, especially when compared to Scandinavia or the mountainous regions of Austria. Nevertheless, there are several "sparse population" experiments taking place, including one in Devon, where 60 teachers take a half day off a week to liaise with play schools.

The play schools themselves are linked in a "satellite" arrangement to a central primary school. Discussion at Storlien is expected to revolve around the use of mobile schools and peripatetic teachers.

By migrants, the council primarily had in mind the children of "guest workers" from the south of Europe in, predominantly, West Germany and France. One example of work being done in this field is a pilot being carried out by the West German Youth Institute.

This aims to attract parents of migrant children into the pre-schools with the pupils after work to eat, drink and talk in family groups in the evenings as they would in their home countries. The games the children play are often related to their own cultures. Spanish children, for example, are encouraged to make their own bulls and play bull-fighting (the "bulls", however, are not allowed to be killed).

But the migrant problem is of clear relevance to Britain, too. Here, however, the difficulty is not so much to identify the special needs

of the pre-school infants get them into pre-school first place.

Mrs Williams, who highlighted the plight of whose parents have not just disappear into the ordinary budget. It must be used for new projects.

She said that there were young children being registered in Britain "and perhaps a million more" with minds were with minds of the pre-schools or play schools the parents needed the "off their hands" for the day.

Mrs Williams did not say Britain has one of the best for state nursery provision in the major European countries in Scandinavia and West.

Although Britain has compulsory schooling a year more than most European countries, 12 per cent of under-5 state nurseries as against per cent of pre-schoolers in and Holland and a claim that in France, only 10 per cent of two to three-year-olds go to school.

Despite the relative nature of British pre-schooling along with Ireland and the West were the only three countries in reply to a council questionnaire in 1975 that there was no problem of transferring voluntary to compulsory schooling. Transition much more difficult to make.

German experiment put emphasis on kindergarten where "children learn situations occurring in same and future lives as mental schools and hospitals; then the child is 'being ill', finally, a local hospital is arranged.

in Scandinavia countries pre-school provision is under health, social and affairs ministers, the is much on day care, with turo playgroups more than traditional learning.

The view that there is to rush the beginning of teaching is confirmed by the Woodhead, of the National Education for Educational whose book, *An Experiment in Education*, has been recently.

Mr Woodhead says that is no clear evidence that from state nurseries are prepared for compulsory school children from home, migrant group backgrounds.

What seems to be crucial this point was often brot at Bournemouth—the role of the family. Mr spoke of "the problem of who goes home to a vacant Mr John Tomlinson, chief education officer, which the evidence from comp there are adults in areas where the little of lasting adv the child is gained unless involvement of the family.

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be responsible for re-trainees in their local-oversight by council supervision by the Agency, which is the MSC's existing work scheme, and the board fears, may not feel able to train an additional batch of youngsters.

Training base for industry project

Organisation is being set up in Scotland and Wales for the industry project. The project will be asked to join the appointment of a director.

Mr Lightfoot wants the to be to the teachers, to be to work the will "stay on the staff of the employing authority, to work out what the industry curriculum can be resources and information be developed by the council.

Doubts over European cash deal

chances of getting money from new education funds may hang on an assurance that the funds will not just disappear into the ordinary budget. It must be used for new projects.

The team is drawing up recommendations for a "workforce" education—teaching to knowledge of industry. The team has a million more" with minds were with minds of the pre-schools or play schools the parents needed the "off their hands" for the day.

The Department of Education and Science has so far been unable to provide satisfactory assurances.

It is said the EEC experts—made up of a German, Mr Gerhard Muller, and two Britons, Mr Howell Jones and Mr Tim McMullen, formerly head of Countessilpore School—were told by Mr John Banks of the DES that the Department was in conflict with the Treasury over the issue. He pointed out delicately that one way in which the EEC might be able to ensure that its money was spent in the way it wished would be to make grants directly to voluntary agencies instead of to the public sector.

Under EEC regulations, money cannot go to local authorities; all funds have to be channelled through national governments.

OPERATION Springboard, the biggest job creation project mounted by a voluntary agency under the Manpower Services Commission scheme, has been evaluated by an independent consultant commissioned by its sponsors, Community Service Volunteers.

The consultant, Mr Spencer Millham, of the Dartington Social Research Unit, says that, on all criteria, the project, which employs more than 200 young people at a time in social and community work, is a remarkable success.

Nursery schools, community and youth centres, hospitals and old people's homes are highly enthusiastic about it, Mr Millham says. The only people who have expressed reservations about the project, he reports, are the careers service.

The local careers department, Mr Millham says, feels that job creation merely postpones the inevitability of long-term unemployment. He claims that the fear is without foundation, "as our figures happily show".

What his figures show is that at least a third of those completing a year with the project go on to a permanent job. This, however, suggests that nearly two-thirds do not, although some of them find work after a further spell on the dole. A Manpower Services Commission survey last September showed that for the country as a whole, 64 per cent of those who had participated in the job creation projects subsequently found work.

One criticism made by Mr Millham is an oblique reference to what would seem to be the organizers of the project. The Manpower Services Commission, he suggests, "are often cast unnecessarily into one role by those in the field".

Mrs Elizabeth Hoodless, director of Community Service Volunteers, has made outspoken criticisms of bureaucratic delays in the way the commission handled her project. She says that while the commission does not always act like an ogre—she has a great deal of admiration for the speed with which it got the job creation programme under way nationally—it does sometimes.

SCOTLAND is likely to have a local government training board before the end of the year. The Convention of Scottish Local Authorities, which represents the country's 62 regional and district councils, will be asked next month to approve proposals for the new body.

Unlike the Local Government Training Board for England and Wales, which operates under statutory powers, the Scottish board will be voluntary; its funds will come from the member authorities. However, apparently the Training Services Agency, which nowadays oversees the statutory training boards, is prepared to pay a substantial part of the costs during the new board's first years.



Reporter: Mark Jackson

ing which produces the bulk of the TSA funds for further education. "It may be that a good many of the courses could be shorter, although we shall also be prepared to extend courses where it seems that they are not giving a fully adequate training", he said.

Mr Storer expects there will be a good deal of additional work for some of the colleges in teaching the 5,000 extra under-19s for whom special arrangements are being made in this year's programme. Until now, TOPS has been aimed almost entirely at older workers.

Some spare college capacity is quite likely to be thrown up, however, by the operation, Mr Storer says that this is probably as well, since she plans for a comprehensive youth opportunity programme which went to the Manpower Services Commission's aid. Next on the list is a big new role for them in teaching school leavers.

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be responsible for re-trainees in their local-oversight by council supervision by the Agency, which is the MSC's existing work scheme, and the board fears, may not feel able to train an additional batch of youngsters.

From the regional advisers and from its own studies, the council plans to build up a modular curriculum which, according to Mr Martin Lightfoot, the project's director, can be used in whatever way schools think best. "We shall not try to tell them whether it should be a five-year subject or whether it should be injected into the syllabus throughout the school years", he said.

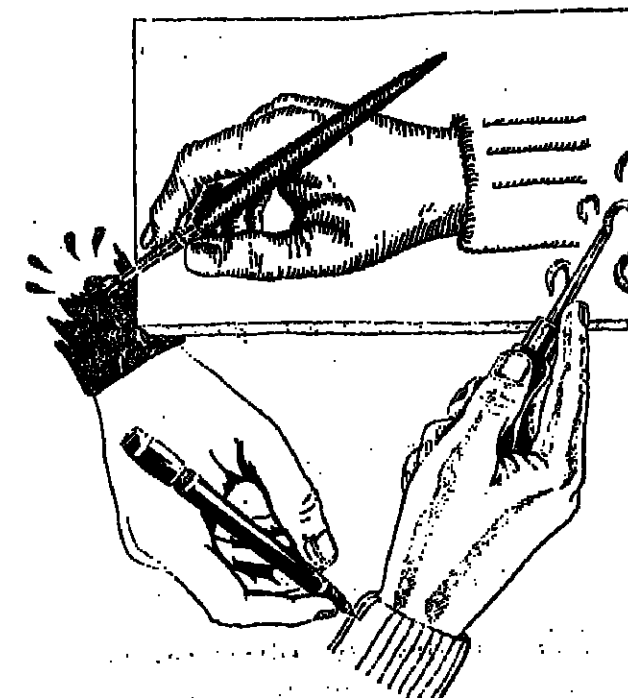
The council is engaged in a survey of existing local education arrangements between industry authorities and industry. Mr Lightfoot says: "They appear to vary enormously, and in some places are virtually non-existent.

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Irish conferences

Union anger at class sizes

from our correspondent



Mr Barry: shorter term.

DUBLIN
 A senior government Minister was roundly lashed at the annual conference of the Irish National Teachers' Organisation in Donegal this month when he warned that primary school classes could be reduced in size only if more government finance became available. He was Mr Tom Fitzpatrick, Minister for Transport and Power, who was deputizing for the Minister for Education, Mr Peter Barry.

Mr Barry softened the blow, however, by hinting that moves were under way to shorten the present summer term in primary schools, which runs into July. The INTO has been anxious for many years to end the school term at the end of June, and one of the problems that has to be overcome is that the July days will have to be made up elsewhere if the teachers are not to be in breach of the Republic's National Wage Agreement.

Many INTO delegates were militant about the continuing problem of large classes but, as is now virtually traditional, the conference did not bind the hands of the union executive in terms of any specific action.

The executive, which has called for a phased reduction in the size of the largest classes, is to content itself next year with action in selected schools to highlight the lack of sanitary facilities. Eight hundred of the Republic's 3,500 primary schools, the conference was told, still lacked drinking water, and these will be the prime targets for this year's campaign.

At the Teachers' Union of Ireland Conference in Sligo, the executive narrowly fended off a no-confidence resolution aimed at censuring it for its conduct of the negotiations involving a claim for payment for examination work by TUI members in the Regional Technical Colleges.

At the heart of this dispute is a growing estrangement between second and third level members of the union. Some observers predict that the fragile unity which exists between the two levels may not last indefinitely, and that the third-level teachers may set up their own union or join a different one. Teachers at the third-level National Institute of Higher Education in Limerick have already joined a non-academic union, the ASTMS.

Potentially the most serious school problem is now spread at any of the schools. Since last Walsh of the Economic and Social Research Institute, who has been taken over by the ASTI on educational grounds, calling for a radical reorganisation of the public financial system. Dr Walsh said that the main beneficiaries of the present system are the middle class, and that if greater resources are to be directed to the less privileged, the system must be reorganised. He said that the system should be reorganised to produce a report on a more thorough-going basis than the one at present. Dr Walsh said that the system should be reorganised to produce a report on a more thorough-going basis than the one at present.

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The Association of Secondary Teachers, meeting in Waterford, West Germany

West Germany

Modest aid planned for creative arts

by David Dungworth

West German schools devote too little attention to teaching creative subjects and state to achieve an all-round development of the child's personality. This claim is frequently made not only by organisations representing the arts but also by educationists and administrators.

The academic traditions of German secondary education, with its emphasis on abstraction and theorizing, is often blamed for the alleged neglect of manual and artistic skills. It has been intensified in recent years by the hectic pace at which educational reforms have been pushed through, and the mounting pressure on pupils to obtain school qualifications.

The money should be used to promote closer contacts between schools, theatres and museums, to assist music schools and children's theatres, to finance youth groups engaged in the arts and to provide further education institutions.

decided to accept the proposal that teacher representatives be confined to teachers' trade unions. More unexpectedly, it reopened negotiations with managers on the question of wages. For two years now such negotiations have been banned by the grounds that teachers receive additional payments on attending such meetings.

At the Conference of Primary Schools, held in Rome, the union leaders were also indignant at the large size of many classes. One principal complained of "sexist" bias in many of the books.

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Australia

British staff picketed by jobless

from William Purvis

Out-of-work teachers in Melbourne demonstrated at Melbourne last week when 22 British teachers arrived to start work here. The unemployed demonstrators claimed there were 100 locally qualified teachers who could fill the jobs given by British teachers.

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MILAN

Pupils sit in to 'deal with real problems'

by Dalbert Hallenstein

education, the family, the industrial unions, unemployment and pollution. Films and theatrical activities are organized and leading personalities, often politicians and unionists, are invited to participate in debates.

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At least one American school will be unaffected by President Carter's call for a fuel clampdown.

Michael Binyon reports

Sunny side down

President Carter's tough energy proposals touch every sector of American life—home offices, factories, schools and universities. The proposals will now be the subject of much argument throughout the country, and schools and colleges will be especially hard hit by any increase in the price of fuel.

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Teachers are tops for moonlighting

WASHINGTON

Teachers in publicly controlled schools were America's leading "moonlighters," according to a recent survey of multiple job holders conducted by the United States Department of Labor.

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Successful experiment for deaf and blind

by Jennifer Louis

MOSCOW
 Alexander Moscheryakov. It is not far from Moscow, in the town of Zagorsk, also known as the centre of the Russian Orthodox Church and where there is a seminary and a divinity college. A total of 50 young people have now worked their way through Mescheryakov's school.

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Mr Whitlam backs languages drive

by Jennifer Louis

The Opposition leader, Mr Whitlam, has lent his support to a campaign for more languages taught in Australian schools. The group which drew up the campaign recently drew up a list of 3,000 to a Saturday afternoon in Sydney.

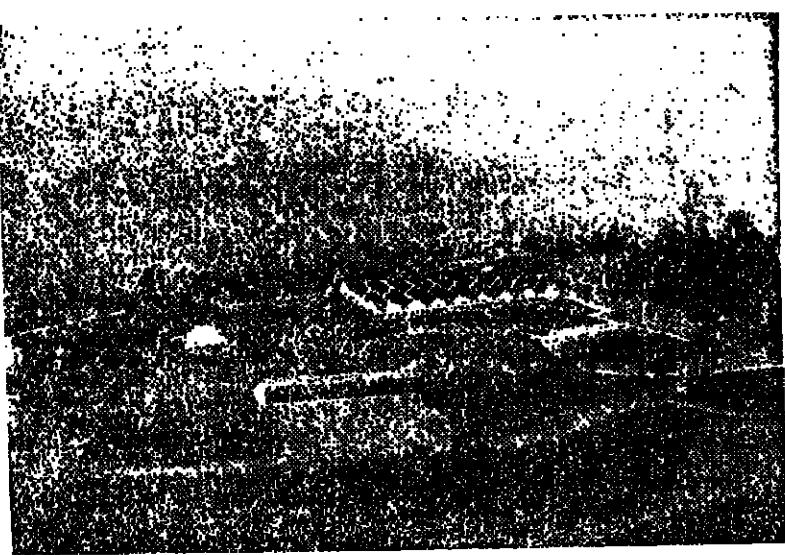
At the heart of this dispute is a growing estrangement between second and third level members of the union. Some observers predict that the fragile unity which exists between the two levels may not last indefinitely, and that the third-level teachers may set up their own union or join a different one. Teachers at the third-level National Institute of Higher Education in Limerick have already joined a non-academic union, the ASTMS.

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Model of Terraset.

the extra expense of an elaborate computer-controlled solar heating and cooling system. Nobody would give any money. The project seemed doomed—until the Saudis heard of it.

They immediately expressed interest in seeing how the sun—of which they have plenty—could be used to heat and cool large buildings. The country's University of Petroleum and Minerals gave a grant of \$665,000, and construction began.

Terraset is by no means gloomy. A large sunken courtyard at the front entrance allows natural light in to the front, and large overhanging eaves all round the back of the school as it juts out from the hill give plenty of light while shading direct rays from the fierce summer sun.

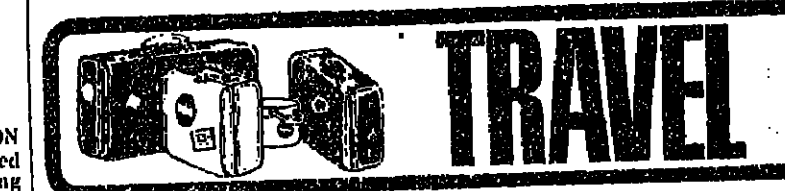
A large glass pyramid brings northern light into the heart of the school, the library, where the four circular teaching areas meet. Inside, the walls are low and brightly painted. From almost every spot you can see outside in at least two directions.

Terraset's temperature remains constant. The elaborate heating and cooling system—a mass of tubes, tanks, and sophisticated computer control panels—is housed in a separate wing.

In normal schools the size of Terraset, heating costs amount to about \$40,000 a year. It will cost no more than about \$10,000 a year to heat and cool Terraset, and most of that will be to run pumps and fans.

And if it is neither hot nor cold, the fresh air brought in from outside will be circulated as it is. The computer logic always looks first for what is free, says the construction director.

The county applied to the National Science Foundation for



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LETTERS

Secret records: open and shut case

Sir,—For some weeks there has been an increasing volume of comment and correspondence on the subject of confidential reports and records kept by teachers about their pupils.

The Schools Council is at present sponsoring a two-year research project on the subject of "record keeping in primary schools" which is being conducted at the National Foundation for Educational Research.

Since the project began last September the issue of "confidentiality" has become more prominent among the problems which head teachers and advisers have faced when devising records.

Damage done—on the quiet

Sir,—It is not only schoolchildren, their parents and students who need access to records kept about them.

justify the keeping and using of confidential information for the benefit of the pupils concerned.

A case within my knowledge concerns a university lecturer who had written to her head of department explaining that she had been called to give evidence before a Parliamentary Committee.

Marks can set the standard

Sir,—The general concern over the effectiveness and direction of education in Britain can never be allayed with a single remedy.

As every teacher knows, marking work is a laborious and yet extremely valuable part of the educational process.

Slaves to the exam boards

Sir,—You report (April 8) that the GCE examination boards have told a House of Commons committee that public exams cannot be used to make the curriculum more relevant.

line and know what to expect in a pupil in terms of grammar, etc. and mark accordingly.

The only argument against this recommendation is that it arises from an English or mathematics department which does not have a structured aim or aim.

Numbers game is suspect

Sir,—The DES memorandum on the future of sixth forms will prove to be the first official opening shot in a long campaign to undermine the validity of schools' sixth forms.

Future of the sixth form

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Answer lies in 13-19 schools

Sir,—The Secretary of State and her ministerial colleagues have initiated statistical discussions about the future of sixth forms.

Boarding—better than moving

Sir,—Your article on the Exeter Great Debate (April 1) draws attention to the problems faced by children of parents whose job necessitates moves.

Although at present many local education authorities are working to a very tight budget with no money for "non-essential" facilities, it is appropriate to consider that many parents may be prepared to pay the extra cost of boarding in return for the educational stability that it provides.

Local commitment counts

Sir,—The two-part report on corporate management by Patricia Rowan (March 18-25) was an admirable summary of the debate on this issue within the education service.

Numbers game is suspect

Sir,—The DES memorandum on the future of sixth forms will prove to be the first official opening shot in a long campaign to undermine the validity of schools' sixth forms.

The only argument against this recommendation is that it arises from an English or mathematics department which does not have a structured aim or aim.

Tougher in the colleges

Sir,—I feel bound to question one statement in your otherwise first-rate article, "Most sixth forms too small to work" (April 15).

Answer lies in 13-19 schools

Sir,—The Secretary of State and her ministerial colleagues have initiated statistical discussions about the future of sixth forms.

Some of these may have a sixth form staffing ratio of 1:10, as quoted by Mrs Williams, but more probably it will be 1:11 or 1:12.

Accountability

Sir,—With respect, it is Maurice Holt (April 22) who has resoundingly expressed the point, though the very TES report of my Durham lecture would not have helped him to find it.

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Oxbridge and the Empire

Sir,—I appreciate that the Personal Column is one for letting off steam but surely there must be some concessions towards accuracy.

colonial posts out of an undergraduate population of 7,000.

FE for the handicapped

Sir,—May I support your appeal, "Use Some Discretion" (April 15), for a consistent pattern of Government support in further education?

Outside the union sphere

Sir,—We should be grateful to Mr Jarvis (Prophets or poindles? April 8) for his explanation of how the domination of committees of the Schools Council by his union has contributed to the need for a reappraisal of the Schools Council's workings.

Israel omitted

Sir,—I write to protest about the omission of the true pages of your Extra, "Muslim Education" (April 1).

A levels: the top 20

Sir,—We await with hated breath the DES report on sixth forms fore-does on pages 1 and 3 (April 15).

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BBC TV YOUNG MUSICIAN OF THE YEAR

BBC TV is organising a competition for musicians of British nationality whose 19th birthday falls on or after April 9th 1978 and who are normally resident in the United Kingdom.

- CLASS A PIANO violin, viola, violoncello, double bass, harp, classical guitar
- CLASS B STRINGS flute, oboe, clarinet, bassoon, rectorid
- CLASS C WIND French horn, trumpet, trombone, tuba

The competition will be televised and prizes totalling over £3,000 will be awarded.

Four skills for common core consideration

Sir,—It is a pity that we had to have a Great Debate when what we needed was a dialogue. As with any confrontation, the participants in the educational controversy have chosen to operate from prepared fortifications and very few brave souls have ventured into the middle ground.

Accountability

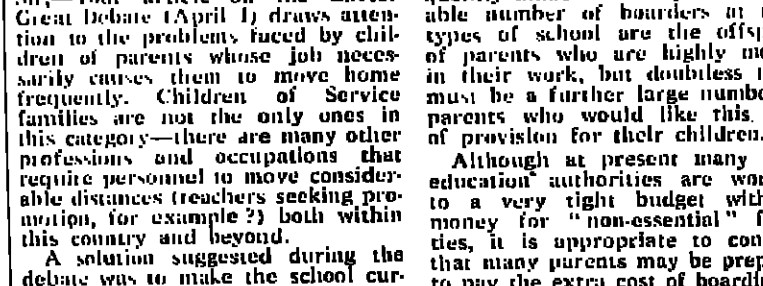
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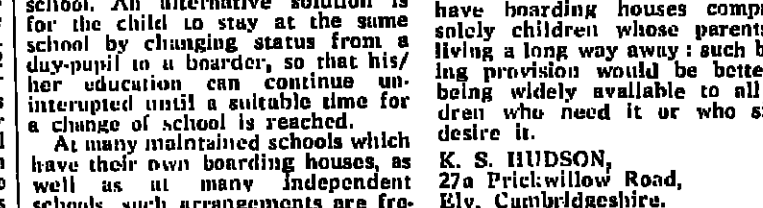
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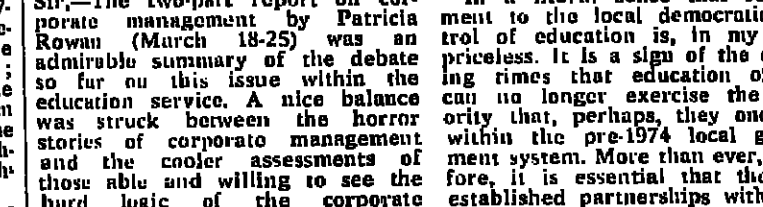
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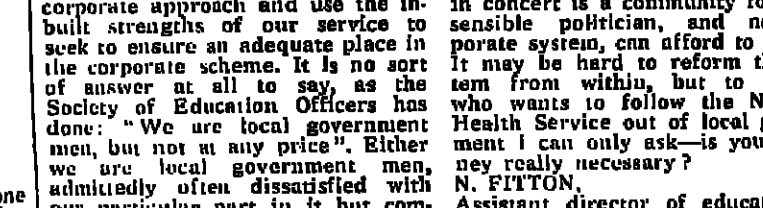
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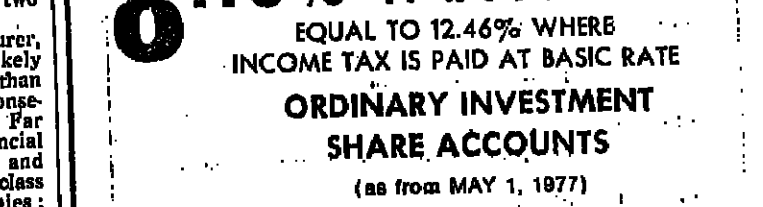
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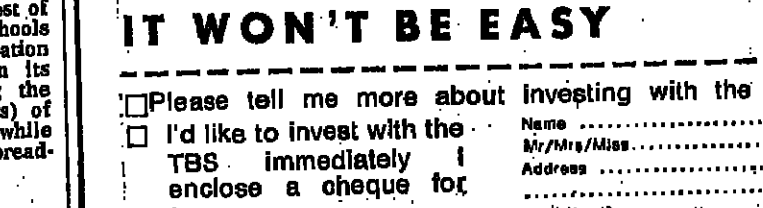
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Sport Champions lose golf title by a stroke

by Stanley Lerenson

Close finishes marked the final stages of the English and Scottish finals of the Aer Lingus Schools team golf championships. In England Brockenhurst College, Hampshire, champions for the past two years and international winners in 1976, were pipped by a stroke. In Scotland there had to be a sudden death play-off.

Brockenhurst (236 strokes) were beaten by Millfield, Somerset (235), in the English final at Sunningdale, which brought together the 27 survivors of earlier rounds. Strutton School, Biggleswade, Bedfordshire were not far behind on 238.

Millfield, the English champions in 1972 and 1974, won the international title three years ago.

In the Scottish final at St Andrews there was a tie on 281 between Bell-Baxter High School, Cupar, and Carnoustie High School, Bell-Baxter won at the first extra hole.

It was pretty close, too, in the all-Ireland final at Ballyvaughan, co Kerry, with Franciscan Christian Brothers School, Co Waterford (244), having only five shots to spare over Belvedere College, Dublin.

In contrast, Bishop Gore School, Swanton, the 1976 Welsh champions, had a 10-stroke margin over Whitchurch High School, Cardiff (252-262), with Ysgol Arduwy, Harlech, third on 268 in atrocious conditions at the Royal St David's club in Harlech.

Now Millfield, Bell-Baxter, Tramore CBS and Bishop Gore meet at Foxhills, Chertsey, Surrey, Aer Lingus's own golf course, on May 22 for the 36-hole grand final.

They will, for the first time, be joined by four girls' teams who now have their own show in this successful enterprise. Scotland's representatives will be Menzell Hill High School, Dundee, and Ireland's will be the girls of Loreto Convent, Balbriggan. The English and Welsh teams will be known this week.



Young hopefuls: Colwyn Bay (in black) and Poutllyon Junior school were to it during the All-Wales mini-rugby festival at the National Stadium, Cardiff. Sixteen teams took part.

Ups and downs on the football field

Profit and loss

Wallsend Boys' Club, Tyneside, was one and lost one in the National Association of Boys' Clubs international football festival, held at Charterhouse School. Wallsend beat St Giles Youth Centre, Weybridge, 4-2 in the under-18 final but then lost to under-16 final 2-1 to Raynes Park, Surrey.

The junior, under-14, side went to East Wokingham Youth Club, who crushed Rungger, London, 7-0.

Thirteen of the 37 teams came from abroad including West Germany, Switzerland, Norway, Denmark, Canada, Holland, Belgium, Sweden, but none of them even reached the semi-finals this time.

This year's final at Coventry City's ground tomorrow week will be between Woodlands School, Coventry, and Holloway School, London.

Later in the month Birmingham City's stadium will stage the under-19 final between St Philip's College, Birmingham, and Roon School, London, the winners in 1971.

Tonight at Ebbw Vale, the England under-15 team meets Wales in a Victory Shield match. On May 6 they meet Scotland at Old Trafford, Manchester.

Play schemes

To make its Summer Holiday Play-schemes Register as comprehensive as possible, the National Playing Fields Association is asking all who intend to run play-schemes this year to give details as soon as possible to its information centre at 25, Ovington Square, London SW3 1LQ.

The association has free pamphlets for people interested in starting play-schemes. There are also two booklets—*Holiday Play-schemes* (37p) and *Running a Summer Adventure Playground* (55p).

Students can analyse techniques

A new film, *Olympic Harmony*, giving a kaleidoscopic view of the Olympic Games and the competitors has been prepared with pupils, students and youth organizations very much in mind.

Sponsored by Coca-Cola, this 16mm colour film binds together fragments and incidents from both last year's summer and winter Games in Montreal and Innsbruck. There is no commentary and music is necessary.

Mini cameras strapped to the ankles of a ski jumper, the bow of a canoe, the handlebars of a bicycle and the belly of a horse give competitor's eye view. Weight lifters are caught making a hash of their lifts.

Cost of hire is £4.10 (including VAT) of which 50p goes to the British Olympic Association. It is available from Olympic Harmony, Coca-Cola Film Library, Woodhouse House, Oundle Road, Peterborough PE2 9PZ.

In brief

Day off to greet Carter?

Schoolchildren in Washington, England, may get the day off when Jimmy Carter visits the mother country. The United States president will be visiting Washington, Sunderland, on May 6 and the local authority says it will try to lay on transport to Washington Old Hall for local schoolchildren keen to greet the visitor. It will be up to individual heads whether or not pupils get the day off.

The German connexion

A formal educational link has been forged between Leicestershire education authority and the Ministry of Education in the Saarland, West Germany. The idea is to give young people the opportunity to get to know one another's countries through short study visits, longer residential stays, school to school exchanges, and links between further education colleges. A similar association has existed for five years between Leicestershire and Seine-Maritime in France.

People

Ms Vivien Stern, principal community services officer of the Community Relations Commission, is to be the new director of the National Association for the Care and Resettlement of Offenders.

Cycling—to save a heart

During Jubilee Bike Week (June 5 to 11) and for the rest of the month every adult and child cyclist in Britain is invited to take part in a campaign for the British Heart Foundation. The campaign is being waged with the British Cycling Bureau and Friends of the Earth School and the money—donations—will go to the foundation. A silver bicycle presented to Prince Philip will be auctioned, and there will be prizes for those collecting the most money.

Teacher's paradise

The Gilbert Islands—remote tropical islands in the Pacific—want four British teachers to volunteer to help set up new community high schools. The emphasis is in those secondary schools which will be directed towards teaching the practical skills needed on a coral atoll. Voluntary service Overseas is looking for teachers who are jack of all trades—able to teach simple carpentry and building as well as maintenance of machinery.

Schools

Mr James A. Baker, first deputy head of South Bromsgrove High School, is to be the new head.

Universities

Mr John Lucas, reader in English at Nottingham University, is to be professor of English at Loughborough University of Technology.

into the hurly-burly

complaint is that Government should be able to feed on a diet of specialist research, but can do so because it is in the hurly-burly to be useful, its practical eye on the academic journals, rather than the complex, untidy and engaging policy makers have to worry about in, quinquennium out. This is seen as particularly galling in the most research is financed out of public purse. There have even been attempts to address practical matters, "answers, earn your keep, or not." As a result, many researchers concluded that they should at least under-18 final but then lost to under-16 final 2-1 to Raynes Park, Surrey.

Malcolm Parlett believes educational research needs to move much closer to where national policy decisions are being made



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getting through, or not being listened to—and nothing undermines their sense of professional identity more than being ignored. On the face of it, forming policies should be heavily dependent upon a research contribution. After all, educational policies prompt impassioned arguments and allegiances. Educational ideas are presented as self-evidently true, and are questioned the fashionable being labelled immediately to the doubter being labelled a Marxist or a black paper.

What do educational researchers themselves think? Do they feel they have made a mark on the educational scene? In all, the answer is "no". Indeed, at the Educational Research Association meetings there is much hand-wringing about the state of educational research. "Business" comes from several sources. First, research is so amateurish as to constitute an embarrassment to the profession. Second, education—as a specialist subject area—remains low on the hierarchy of academic prestige, being in slightly above home economics and even sociology. Third, the professional career ladder for full-time educational researchers is precarious, with far too much reliance on short-term, soft-money projects engendering insecurity and a kind that would be a scandal in many occupations.

Perhaps the greatest self-doubt arises from the realization that teachers rarely read educational research journals, and policy makers tend to read digests and press summaries rather than original work. Researchers have a sense of not

being listened to—and nothing undermines their sense of professional identity more than being ignored. On the face of it, forming policies should be heavily dependent upon a research contribution. After all, educational policies prompt impassioned arguments and allegiances. Educational ideas are presented as self-evidently true, and are questioned the fashionable being labelled immediately to the doubter being labelled a Marxist or a black paper.

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are seen as having broadly based memberships of reasonable, experienced people, who operate outside party politics; and they produce well-argued reports and thoughtful recommendations that—the stereotype goes on—gather dust and are watered down, respectively, because of governmental inertia or lack of cash or both.

In terms of contributing to the appraisal of national educational policies, research and committees of inquiry might be seen as competitors within the same market. Research clearly loses. The question is whether it should continue to do so, or whether it should move to a far more policy-orientated style of work, more central to national educational decision-making.

I believe research should move in this direction. There is a new NFER report, *Towards Integration*, that tries to do so. It investigates policy issues surrounding educational placement of handicapped children. The critical question—examined here as it relates to the visually impaired—is one with far-reaching implications for handicapped children, their families, and the special schools they have traditionally gone to.

The integration debate has been (and still is) hotly argued. Should, or should not, handicapped children be assimilated into ordinary schools? It is an issue with national and local implications and is, by any standards, a complicated policy question. (One has only to consider the philosophical dilemma: is a child more "normal" being special in an ordinary school, or being ordinary in a special school?)

The NFER study, carried out in 18 months, ranges across the whole field of integration as a policy, using methods reminiscent more of historical or anthropological research than of the survey and testing techniques more commonly associated with educational research. Equally—although it involves detailed analysis of policy—it tries to do something that government committees of inquiry might not be able to do: to examine policies from the points of view of how they affect schools, teachers, parents, pupils, advisers, and professionals such as ophthalmologists.

The study is based on numerous discussions held with those most closely involved in the implementation of integration schemes. Evidence is gathered from many different sources, formal and informal, from groups and individuals. It summarizes points of view; identifies organizational difficulties; and includes much direct quotation from those most intimately involved in supporting visually impaired children in ordinary school settings.

There may be room for more educational research on these lines. But it does not provide one-size-fits-all answers for those who look to research for quick-fix solutions. What it can do is to assemble and present pertinent information, summarize grass roots opinion, report on little known experimental ventures, and untangle knots of complex argument.

Research has rarely attempted such a brief; but it needs doing by more systematic means than are available to committees working part-time.

Malcolm Parlett is part-time principal research officer at the National Foundation for Educational Research, and also an educational consultant. * *Towards Integration: A Study of Blind and Partially Sighted Children in Ordinary Schools* by Adonika Jamieson, Malcolm Parlett, and Keith Pocklington, NFER (£6.25).

Knowledge is process

In a new book published this week*, the American writer John Holt attacks the view that learning and doing are two different acts

The idea that everything important must be learned in school is very new. Until quite recently, most people understood very well that while some things might be learned best in school, others could be learned as well or better out of school, and many could not be learned in school at all. They would have laughed at the idea that all knowledge and wisdom could be found or put in classrooms and books. Even now, most of the people who think everything must be learned in school did not themselves learn there most of what they know.

Not only did I not learn in school most of what I know, but I did not learn it in what people call "learning situations", that is, from experiences that I went into in order to learn something. I do not do any of the things I do in order to learn something. I have learned much about music and music-making by going to rehearsals and concerts. But I do not go to them to "learn about" music, but because I love what I see and hear there.

In my short visits to other countries, or other parts of my own country, I have learned many things about those places. But I did not go there to learn, but to see people and do things. In the last year or two I have done some work with other citizens in my home town of Boston to defeat or at least delay a bad and crooked so-called urban-development scheme. From this I have learned much about the law, politics, and economics of the city, and about the workings of the state and city governments.

But I did not go into the work to learn all this, but to try to prevent my city from being robbed and ruined. I read many magazines and books, not to learn what is in them, but because I think they may be interesting, or helpful, or exciting. I may now and then read to find out something, but whether I learn, that is, remember it, depends on whether it helps me to do my work and live and enjoy my life.

I must repeat here what I have written before: the best learning community I have ever seen or been part of was not called, or meant to be, a learning community at all. It was a submarine—the USS Barb—on World War II. We were not out to learn, but to help fight the war.

Like millions of other people at the time, we did not talk or think about learning; we learned from the demanding work we did together, and we shared our experience and skill as widely as we could. In a truly healthy and vital society, all people would feel this way. No one would want other people to be ignorant, unskilled, or stupid, so that he could more easily trick them or control them or get rich at their expense.

In *Brave New World*, Aldous Huxley makes his World Controller, Mustapha Mond, say that a society made up entirely of Alphas, intelligent people, had once been organized as an experiment, but that it did not and never could work. Huxley was mistaken. Our submarine was such a society (one of many), and it could not have worked any other way. The tragedy is that for many people it is only in time of war that they have a chance to live in such a society.

The trouble with talk about learning experiences is that it implies that all experiences can be divided into two kinds, those from which we learn something, and those from which we learn nothing. But there are no experiences from which we learn nothing. We learn something from everything we do, and everything that happens to us or is done to us.

What we learn may make us more informed or more ignorant, wiser or stupider, stronger or weaker, but we

always learn something. What it is depends on the experience, and above all, on how we feel about it. A central point of this book is that we are very unlikely to learn anything good from experiences which do not seem to us closely connected with what is interesting and important in the rest of our lives.

Curiosity is never idle; it grows out of real concerns and real needs. Even more important, we are even less likely to learn anything good from coerced experiences, things that others have bribed, threatened, bullied, wheedled, or tricked us into doing. From such we learn mostly anger, resentment, and above all self-contempt and self-hatred for having allowed ourselves to be pushed around or used by others, for not having been smart enough or strong enough to resist and refuse. Some would claim that most people in their daily lives do a great many things—dull, repetitious, and meaningless work, driving a car for hours in traffic, watching television—from which they learn nothing. But of course they learn something.

The people doing moronic work learn to hate that work, and themselves for having to do it—and in time, all those who do not have to do it. The people driving cars in traffic learn to think of all the other people they see, driving or walking, as nuisances, obstructions, even as enemies, preventing them from getting where they want to go. And people watching television learn over and over again that the people they see on the screen, "real" or imaginary, are in every way better than they are—younger, handsomer, sexier, smarter, stronger, faster, braver, richer, happier, more successful and respected. When the time finally comes to come back from television to reality, and get up wearily and turn off the set, the thought is even more strongly in their minds "Why couldn't I have been more like them?"

"A child in a situation he experiences as humiliating, threatening and painful, cannot and will not learn what the teacher is trying to teach him"

It is the quality of our experiences, the satisfaction, excitement, or joy that we get or fail to get from them, that will determine how those experiences change us. In short, what we learn. This is why, as I wrote in *How Children Fail*, a child in a situation that he experiences as humiliating, threatening, and painful, cannot and will not learn what the teacher is trying to teach him, or if he does, will forget it in a day or two. This is why the kids in Jim Herndon's Dumb Class (see *How to Survive in Your Native Land*) could not learn to do in school even those things which they did very well out of school. This is why people can learn only when they come boldly, confidently, and eagerly to the learning.

Another common and mistaken idea hidden in the word learning is that learning and doing are different kinds of acts. Thus, not many years ago I began to play the cello. I love the instrument, spend many hours a day playing it, work hard at it, and mean some day to play it well. Most people would say that what I am doing is learning to play the cello.

Our language gives us no other words to say it. But these words carry into our minds the strange idea that there exist two very different processes: learning to play the cello; and playing the cello. They imply that I will do the first until I have completed it, at which point I will stop the first process and begin the second; in short, that I will go on learning to play until I have learned to play, and that then I will begin to play.

Of course, this is nonsense. There are

not two processes, but one. We learn to do something by doing it. There is no other way. When we first do something, we probably will not do it well. But if we keep on doing it, have good models to follow and helpful advice if and when we feel we need it, and always do it as well as we can, we will do it better. In time we may do it very well. This process never ends.

"Our most rapid, efficient, far-reaching, useful, and permanent learning comes from our doing things we ourselves have decided to do"

The finest musicians, dancers, athletes, surgeons, pilots, or whatever they may be, must constantly practise their art or craft. Every day the musicians do their scales, the dancers exercise at the bar, and so on. A surgeon I knew would from time to time, when not otherwise busy, tie knots in fine surgical gut with one hand, without looking, just to keep in practice.

In that sense people never stop learning to do what they know how to do, no matter how well they do it. They must learn every day to do it as well as they can or they will soon do it less well. The principal flautist of the Boston Symphony under Koussevitzky used to say: "If I miss a day's practice I hear the difference; if I miss two days the conductor hears the difference; if I miss three days the audience hears the difference."

Educators talk all the time about skills: reading skills, writing skills, communication skills, even listening skills. It may be true, at the level of words, to say that anyone doing a difficult thing well is using a variety of skills. But this does not mean that the best way to teach a difficult skill is to break it into as many separate acts as possible and teach them one by one. As Whitehead said years ago, we cannot separate an act from the skills involved in the act.

The baby does not learn to speak by learning the skills of speech and then using them to speak with, or to walk by learning the skills of walking and then using them to walk with. He learns to speak by speaking, to walk by walking. When he takes his first hesitant steps he is not practising. He is not getting ready; he is not learning how to walk, so that later he may walk anywhere. He is walking because he wants to walk, right now. He has thought about it, worked it out in his mind, convinced himself that he knows how to do it and can do it. And now he is going to do it.

We cannot separate skills and acts, and we make a disastrous error when we try. Talking is not a skill, or a collection of skills, but an act, a doing. Behind the act there is a purpose; whether at two or 92, we talk because we have something we want to say, and someone we want to say it to, and because we think or hope our words will make a difference.

The baby who begins to talk, long before he makes any sounds that we hear as words, or even understands words, has learned from sharp observation that the sounds that bigger people make with their mouths affect the other things they do. Their talk makes things happen. He may not know exactly what, or how. But he wants to be a part of that talking group of bigger people, wants to make things happen with his voice.

In the same way, walking is not a skill, but an act, with a purpose; the baby wants to move as he sees the bigger people moving, and quickly and skillfully, like them. Reading is not a skill, but an act. The child sees written words all around him; he sees that the older people look at those words, use them, get meaning from them. Those words make things happen. One day (if we give him a

chance) he decides that he wants to find out what those words say and what that he can and will find out. He stands, and with that decision, he reads. Not to learn to read, but to find out.

Of course, at first, he doesn't know. He may not even be able to read a word. But if he is allowed (as children are) to continue to do it, in his own way and for his own reasons, the meaning of written words will come to him as much help as he may ask for. The task which he has set himself is not from him and replaced with a task imposed and meaningless tasks by someone else and done on his behalf; if he is not convinced by the time he has set for himself to do this task, he has set for himself to "get" reading from a teacher, a patient gets a shot from a doctor, is very lucky, and none of these things happen, he will be reading a short time, perhaps even in a few months.

Not long ago I wrote to a number of people who work in reading and instruction in various schools of education, to ask if they knew of any way to find out how many children themselves to read, and beyond that they may have done it. Only one answered, to say that he had never done any such research. Nor have the hundreds of educators and experts I have asked since. At this seems strange that reading experts not asked this question. One might think it would be the first question they ask.

On second thought, it is not strange at all; the answer to this question might be dangerous. It might show once again our most rapid, efficient, far-reaching, useful, and permanent learning comes from our doing things that we ourselves have decided to do, and that in such things we often need very little or none at all.

Beyond this, we would do very well to understand that what we have learned to do in one field or another, or in one field of learning or academic discipline or school subject are not separate acts, but things that exist in a unity somewhere out there, but that people do. No one can say "He knows physics, here mathematics, here biology, here chemistry. In reality no one knows any of these things, but physics, chemistry, biology, and so on. These are simply different ways in which we look at parts of the whole of reality and human experience and certain kinds of questions about it. History is the act of asking questions about certain aspects of the past, geology and paleontology, but the questions are different. Physics and chemistry are ways of asking different questions about the nonliving world about us.

All of these are, of course, not five acts; we do them with other acts; and many people have done them many years. Thus each one of these human activities has its own history, and at least part of mathematics or physics or philosophy is the account of what other mathematicians or physicists or philosophers have done. But our knowledge of these things is a record of what these people did; what questions they asked, how they went about getting their answers, and what they got, what conclusions they drew from their answers.

Whatever we do in these fields is to be, and therefore part of, what others do before. As Ivan Illich says, there is no knowledge in the world; the world is it is. Knowledge is a process in the life of living people. It is what we do to try to find out who and where, what and what is going on about us.

"Instead of Education: Ways to Stop the 'Dr' Things Better" from the extract is taken, was published by Penguin (80p).

Tomorrow may be too late



English Gundara calls for immediate measures by teacher unions and local authorities, to prevent another generation of minority-group children being relegated to the unemployable heap of the untrained and unemployed.

Events do not bode well for the future of minority groups. Education in the area of major concern is the racial divide in Britain to improve. However, this is the one area where very little thinking has been done. Teachers, parents and the minority groups themselves have been unable to voice their concerns clearly.

Educationists and para-educationalists speak disjointedly about multicultural education. The decision of the Government and the National Council of Teachers not to support the EEC directive on the schooling of children from minority groups is to be commended. The subsequent withdrawal by the EEC of this directive is in no small measure a result of the opposition expressed by the Department of Education and Science and the NUT.

The Government's decision is based on the grounds that the people from the continent of Africa and Asia are here to stay, and therefore different from night labourers in Europe who intend to return to their homelands. It is also a decision at a time when the Government is recommending devolution to Scotland and Wales.

Where these two groups are concerned there seems to be no contradiction between maintaining their languages and nationality. But the groups of ethnic minorities who have settled all over Britain are not seen to have distinct cultures in the same way. The formation of the new Commission for Racial Equality, it is vital that the ethnic minority communities be clear and succinct representations

to the Government about the educational needs of their people.

The groups and their identities are under a far greater threat than the Scots and the Welsh because they have no geographical base, and they will lack direct access to power to protect their ethnic interests either in the regional assemblies or at Westminster.

It can, of course, be argued that the preservation of identities is archaic and divisive. In the narrow sense this is true, but it can only be avoided if there is a legitimate expression of the distinctness by the various groups within the larger framework of a plural society.

Unless this happens in a genuine way minority groups react strongly against the dominant society which on the one hand superficially assimilates them, and on the other hand rejects them by eroding their identities. The reaction can then be either atavistic or purely chauvinistic. The role of the education system is critical in planning how future generations can avoid faceless anomie or a reversion to narrow archaic identities.

The Asian and Afro-Caribbean communities have distinct lifestyles which enrich British society rather than threaten it. The Afro-Caribbean groups have already undergone many mutations resulting from slavery and subsequent colonial experiences, followed by migration and the adjustment to British society.

The Asian groups have also undergone direct colonial experience, and smaller groups have experience in Africa as indentured labour. Both these groups have lost many facets of their languages and cultures. In as much as they have successfully transformed their behavioural and cultural patterns as migrants, they have been able to adjust to the new environment.

However, there is a sad side to their history as well. It would be criminal if their distinctness is finally stamped out of existence in Britain. If this were to happen the blame would rest in no small measure with the education authorities.

What is going to be the final chapter of this long, sad history of oppression and exploitation? It is illogical that the British Government can join Europe and accept cultural and linguistic diversity for Europeans residing in Britain, and at the same time deny ethnic minorities from the New Commonwealth legitimate demands to teach their mother-tongues and aspects of their history and culture.

In this the minority groups are not claiming privileges or special consideration. They function in the socio-economic framework as ordinary citizens and contribute to the economic and social well-being of our society. However they have another dimension to their lives in Britain and all they seek is that this linguistic and cultural identity is not allowed to die.

It is not a demand for curricular ghettoes (as the NUT describes it) nor for exclusion from society at large. It is only an expression of the legitimate feeling that they are not considered to be full members of this society. They suffer from racial discrimination which not only puts them at a disadvantage socially and economically, but also makes onslaughts on their cultural and group identities.

A further setback to the education of the minority communities results from the proposed new structure of the Commission for Racial Equality, where educational work is not going to receive any priority. It is of fundamental importance that a national body like the CRE try to focus on the problems of children from ethnic minorities in national terms. The assurance by the chairman of the CRE that education will remain a high priority in the new commission, carries weight only if educational policies are planned rationally by expert staff with specialised knowledge and a working relationship with all sections of the education system, especially teachers.

The minority communities face acute problems within the local framework of the L.e.s.s. and there is no focal point of national guidance or expertise for the communities or the L.e.s.s. The Centre for Information and Advice on Educational Disadvantage, based in Manchester, can hardly be construed as serving such a function. A call for multiracial education is different from matters of educational disadvantage.

It is staggering that claims that no racism exists in the British educational system can be made in view of the large number of black children in ESN(M) schools, in the lower streams of schools, and an ever increasing number of problems at the level of further education. In view of the disagreement on the issues of education for a multiracial society among educationalists, the negative feelings expressed by the Department, and the low priority in the proposed CRE, any further changes and thinking will have to

rest with two segments of the education system—the teachers and L.e.s.s.

The NUT has not provided the leadership which ought to have been its immediate response in the field of the educational needs of the minority groups. It is not clear how the NUT can claim that teaching of the mother tongue and aspects of the history and culture of minority groups is not acceptable in academic terms. The union has never suggested that teaching European modern languages and history is divisive in schools and other educational establishments.

The teaching profession must rethink this issue, basing its demands for a multicultural education system on sound educational grounds, avoiding the NUT's fear of curricular ghettoes, using the research which is now widely available to show how positive gains might be made in terms of identity and educational achievement.

The L.e.s.s., particularly those where there are a large number of minority group children, now have to re-evaluate the changes necessary in the system, because they can no longer ignore the fact that children from minority groups are settling at the bottom rungs of the educational ladder, and are not benefiting from the Further Education sector (which is vital because it provides a second chance). A change in priorities is required, which involves a shifting of resources, and changes in the administrative functions of the L.e.s.s. to allow for a just education system.

It is necessary that measures are implemented immediately in the schools, before another generation is relegated to the waste heap of the untrained and the unemployable. Of course research is needed in the field of multicultural education, but future solutions, even those based on very sound research, may well be too late. And of course it is important that we should establish a just education system, but this is not necessarily connected with the urgent need of the moment, to implement changes in the system — on strictly academic grounds.

Tagdish Gundara is education officer, Islington, Committee for Community Relations. This article originally appeared in the March issue of Issues in Race and Education, a monthly newspaper produced by the London branch of the National Association for Multiracial Education.

No stopping place?

Tony Howarth reviews two books which challenge conventional school history wisdom about the Second World War

The Russian Version Of The Second World War. Edited by Graham Lyons. Leo Cooper £3.95, ISBN 0 233 221 8. Nemesis At Potsdam. By Alfred M. de Zayas. Routledge and Kegan Paul £5.95, 7100 8468 4.

The defeat of the Axis powers began at El Alamein, or at Midway, or at Stalingrad—much depends on who published your authorized popular version of World War Two. If it is a London firm, your package tour to Berlin will be via North Africa, Sicily, Normandy and the Rhine; from a Moscow house you will take a more direct route, via Kursk, Kiev and Warsaw, straight to the backdoor of the Fuhrerbunker; and if your history comes out of New York, its dramatic personae will be chiefly the Fifth Cavalry, thinly disguised as carrier pilots in the Pacific and as D-Day marines.

Popular histories of the war document our mythologies. They serve as people's memorials to their part in the victory, and among the readers are many of the actors. A British history which did not mention the airfields of Kent, the Dunkirk armada and Arnhem, would offend—and would be rightly found wanting.

That is all very well at the nation bookstall level. We should and do ask more of the histories published for use in schools—and we very rarely get it. All too often we are presented instead with filleted popular history—the guts taken out and the cavities stuffed with bloodless opinion and raw fact. Which is the first reason for welcoming *The Russian Version Of The Second World War*, for this little book relieves us of any fear that the All-Russian Union of History Textbook Writers may do the job better than our lot do.

Graham Lyons has woven together two texts used on (for one in his right mind would read them voluntarily) pre-university classes in Russia: *Istoriya SSSR*, by Bekhlin, Bolenkil and Kim; and *Nobeishaya Istoriya*, by half a dozen others. The effect is a seamless, wonderfully familiar tedium. The Great Patriotic War is reduced to names, obligatory heroes and the remorseless inevitability of communism's triumph over the fascist aggressors. Here and there the dead hand of the collective authorship lurches on the doling of the Western Allies, usually to exporiate them for dirty deals behind the Soviets' backs. But the main story line is the defence of Hitlerite Germany by the Red Army, and that extraordinary tale is told very badly indeed.

The second reason for rolling out the red, white and blue carpet is that this Soviet saga should be a very useful book in the hands of an able teacher over here. It is, in itself, a corrective to the "Bande of Britain" school of military history. Indeed, that it has some of the most provocative



1943. The Kursk Bulge Battle. Captive German soldier by his gun smashed by Soviet artillery.

evasions in the history of textbook writing: for example, a certain J. V. Stalin rates only three references in 90 pages; the Jews are mentioned twice; and Tito never lived. It is an appendix to the main text Mr Lyons has included treatments of three controversial matters: the Moscow-Berlin Pact of 1939, the Russo-Finnish War of 1940-41, and Russian attitudes to the Warsaw Uprising of 1944. His method of presentation is first to summarise the Western point of view and then to provide documentary material to illustrate the Russian line. It is an admirable way of bringing an entirely worthwhile enterprise to a close.

Among the more comfortable and misleading commonplace of history written for schools is the use of 1945 as a convenient stopping place. In that year active hostilities ceased between the armed forces of the Allied and Axis powers—but what else came to an end? Alfred de Zayas' *Nemesis At Potsdam* reminds us forcibly that gross indifference to human misery did not stop when the animals of the Third Reich were put

behind bars. His subject is the displacement—the expulsion by force of 16 million Germans from their homes in Central and Eastern Europe in the late forties. His critique of the displacement—the morality and methods—is directed not only at the persecuting Poles, Czechs and Russians, but also at the weak-kneed of the Western Allies' protests, which he summarises as a brave "but tut".

Two million people did not survive their forced migration. They died in camps, in cattle trucks, of starvation in the overcrowded Western zones of occupied Germany. At a time when Stalin was setting an all-time record as an international asset-stripper, and Western politicians could take seriously the monumental stupidity of the Morgenthau Plan to de-industrialise Germany, there were few powerful voices raised to plead the case of the rejects from the East.

It is an obvious point to make (but worth making again since it is, apparently, all too easily forgotten) that war brutalises those who wage it. The war in Eastern Europe was a peculiarly filthy, degrading set-to. As

Mr Lyons points out in his introduction *The Russian Version*, "A series of *Colitz* with Russian prisoners submitted to the report of his mates, he reveals, in abundant detail, how the that war had by 1945 been rubbed into and Czech consciousness.

The "legal" basis for the mass German expulsions was, according to the Potsdam Protocol of 1945, the right of the victors to expel the enemy from their territory. The protocol was signed by the Big Three: the United States, Great Britain and the Soviet Union. It is a document which, in the eyes of many, has always been regarded as the legal basis for the mass expulsions of Germans from their homes in Central and Eastern Europe.

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Riding into the sunset

Geoffrey Parkinson on delinquency

Delinquent Way of Life. By West and D. P. Farrington. Penguin £6.00, 415 82935 1.

Myth of the lone cowboy is a myth of the young criminals. They are not the heroes of their life styles, they are the victims of a society which is ultimately responsible for their delinquency. They are not the heroes of their life styles, they are the victims of a society which is ultimately responsible for their delinquency.

Those who have made deep Marxist investments in criminology are in for a shock by the current findings. West and Farrington do not see delinquency as the embodiment of the Robin Hood ideal, that is to say "normal" except in their determination to overthrow the capitalist system. "Convicted delinquents are not typical representatives of their class. They differ from the norm in character, attitude and style of life. We had not expected to find that young men, courts of law, or even for their, or for driving off someone else's vehicle, would be much different from their unconvicted contemporaries, but we were proved wrong." There can be no doubt that this will prove to be a bitterly contested area of discussion.

The second area of controversy will come in some significant implications that follow confirmatory evidence for the highly popular "labelling theory". One of the primary functions of courts of law is publicly to register the names of offenders and the present research suggests this process seems to have adverse effects upon the recipients: "the effects of being convicted are usually the opposite of reformative. If future studies confirm and elaborate upon this opinion, law enforcement may be destined for dramatic reappraisal.

The remaining conclusions of this study are likely to be generally acceptable for those who can avoid being blinded by ideological considerations. To oversimplify, delinquents are prone to be what many psychiatrists would describe as "instinct-ridden" characters. They smoke, drink, gamble and have more and usually less respect for authority and the law than non-delinquents; they also break more traffic regulations and have more accidents than the average. They are prone to mix more in all-male groupings; they are more aggressive, get into more fights than non-delinquents, and are prone to use weapons more frequently in conflict situations.

Hardly surprisingly, they are not seriously interested in developing their potential by further education and invariably their anti-establishment attitudes are expressed by styles of clothing and attraction for tattoo ornamentation.

An interesting distinction between the offender and non-offender on a physical level is marked by the fact that the offender tends to have a slower pulse rate. (Is fast heart-beating hysteria a disease of those with a weakness for morality?) Many of the recommendations that come out of the present research have a singularly familiar ring about them: more clubs for "unclubbables"; the development of screening methods at school level and the social support of families that are likely to produce delinquents. I would, from my experience in Probation, also emphasise that we need extended provision of suitable accommodation and support for offenders at times of crisis: when they are kicked out of their homes and their jobs or when they are released from penal institutions with no more support than comes from good advice and a bit of drink money. Such times are likely to lead to dramatic breakdowns in behaviour.

West and Farrington's studies generally have the touch of authenticity. The authors feel that their assessments require further testing and refining, and certainly this is essential if any action is to follow in restructuring law enforcement. It has to be noted that their research was primarily based upon one to one interviews with young offenders and while they were cautious to check and verify wherever they could, I think this technique has certain limitations. However untutored offenders may be in many areas of life, most of them soon develop a remarkable gift for dissembling—telling tales that fit the facts but somehow elude revealing the whole truth. ("If you're going to survive in this life you've got to know how to put things" is how one offender explained it to me.)

Certainly I have found interviewing small groups of mates produces less dubious material; if one lad is prone to "tell the tale" the others will often bring him closer to reality with a little humorous irony.

Incidentally, many of the offenders I work with would be delighted with many of the conclusions of this research: they would see it as confirming that they live life to the full. The cowboy myth allows for a half measure, and the world becomes for them a dull, unstimulating place. "One reformed offender of 25 expressed the process very succinctly and rather sadly: "People think I've become a good citizen, well I suppose I have but it's not because I want to be honest—it's because as I've got older I've lost the spunk to break the law. Other people are proud of me—but I often feel now that I've become a failure."

prime ministers", as Gladstone called him, was not a party leader at all, as the term has come to be understood. So, more than half a century after Balfour's remark, to a generation aware that party may play tricks both with principle and with what Peel called "the public interest", he seems admirable for his refusal to be hounded into the belief that a politician's worst sin is to be willing to change his mind.

Peel is, however, admirable for his positive achievement as well as for his attitude of mind. He formulated his own age-old principle of concrete and conspicuous ways, his concrete principle of the public good, transcending party and class and dogma, moulded the future. Two of these may be cited. The first is his great work as Home Secretary in the 1820s, combining the reform of the criminal code with the complementary principle of "preventive" police. The Metropolitan Police of 1829 transformed the London scene, eliminating the old fear of mob violence and rioting and ending the need to bring in soldiers to restore order. London's Peellers, or Bob-

whole country. The second is Peel's last achievement as minister: the repeal of the corn laws. It symbolized England's movement from a primarily agricultural to a primarily industrial country. It removed an apparent class privilege and therefore a class grievance. Most important, his reform of the press in 1850, seemed to vindicate Peel's belief that an expanding industry did not necessarily mean a decaying agriculture, and that they could flourish at the same time.

It is good to have Professor Cash's two volumes (published in 1961 and 1972) condensed into one. The condensation is skilful and not as startling as it at first sight seems: a lot of space has been saved by printing more words in smaller type on smaller pages, so that, although the total number of pages is reduced from 1436 to 319, the new text contains about a third as many words as the original. A new book has emerged, less lecturing and more readable, and making access to a wider audience than the great man who was, in Palmerston's words, "so right-headed and liberal".

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Hamlet without the Prince

Tom Corfe on Parnell and Ireland

The English Face of Irish Nationalism: Parnellite Involvement in British Politics, 1880-86. By Alan O'Day. Gill and Macmillan £7.00, 7171 0816 3. Charles Stewart Parnell: the Man and his Family. By R. F. Foster. Harvester Press £9.95, 85527 044 6.

It is just 20 years since Conor Cruise O'Brien's *Parnell and his Party* opened the latest phase in the complex story of the Lost Leader's posthumous reputation. The spectacular tragedy and enigmatic personality that for 70 years intrigued biographers, journalists and novelists became instead a principal target for the new wave of Irish historians. Parnell and the Parnellite Party were offered for dissection by a host of thesis writers. True, a major difficulty remains that has helped to preserve the central riddle:

Parnell, through caution and laziness, rarely committed himself to paper and left no convenient quarry of documentary evidence for the industrious researcher. Very often, therefore (and it is true of both these books), Parnell studies smack of Hamlet without the Prince.

These books ably represent this latest phase. Both are, very evidently, products of the Irish industry. They have the virtues and defects of the genre. They are systematic, scholarly, plodding; posing for examination a series of issues and non-issues; grubbing far and wide for new sources; searching anxiously for new angles and insights; conscious of the need to proclaim their own originality, and over-ready to demolish the outdated views they attribute (sometimes without good grounds) to their predecessors.

The results, however, are two highly rewarding studies, shedding a good deal of light on the preoccupations and attitudes of nineteenth-century Irishmen. Alan O'Day is concerned to analyse the Party's activities and influence at Westminster, and his is, in many respects, a first-class and well-structured study.

Dr O'Day demonstrates a curious paradox: these Irish nationalists were better examiners of the true principles of the Union than were their opponents. Their homes and interests lay almost on one side of the Irish Sea as on the other. They were properly aware of their duties both as a local pressure group and as citizens and representatives of Imperial Britain. They might, on occasion, make mock of the Mother of Parliaments, but at heart they deeply respected her. They took a sustained and often constructive interest in British issues without seeking to use them for strategic ends.

The tragedy is that so few Englishmen took a similarly broad-minded view of Ireland's part in the United Kingdom. The Westminster majority could never understand in Ireland as a legitimate and equal partner, yet it nevertheless insisted on preserving

intact the political relationship which the botched job of 1801. The collapse of the nineteenth century was the destruction of the Nationalist Party and of the Union by more fanatical men replaced with their minded idealism the Parnellites' broad

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Right-headed and liberal

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24 Books/History

Thrones and dominations

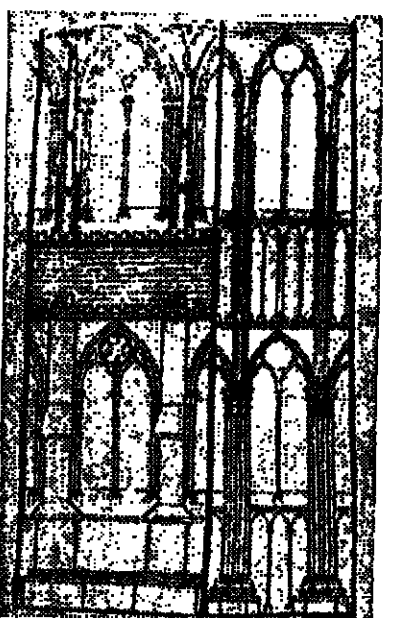
F. R. H. Du Boulay on medieval Europe

The Norman Empire. By John Le Patourel. Oxford University Press £15.00. 19 822525 3.

The Medieval European Community. By D. J. A. Matthew. Batsford £12.50. 7134 3254 3.

Two books, both on important medieval topics, both by distinguished historians, could hardly be more unlike each other save in one respect. Each claims that the human society in the time and place of which he is writing formed some kind of unity, or whole, and hence deserves to be given an identifying name-label.

It is no good pretending that this is an easy book. It requires deep and close attention. Its stuff is the network of family relationships, and the institutions and procedures of a society which seems much more remote from ourselves than anything since AD 1200.



Part of Rheims Cathedral. An illustration from 'The Medieval Machine' by Jean Gimpel (Gollancz £7.50. 575 02135 7).

Neither the duchy of Normandy nor the kingdom of the English between 1066 and 1135 was a paramount political reality. Whatever divisions temporarily took place, the king-dukes was in the long term at pains to transmit an undivided inheritance. The Channel may have been an obstacle, but it was not thought of as a boundary.

ing the material aspects of Norman monastic foundations, he observes, "there may have been genuine religious enthusiasm". It makes Sir Richard Southern's evocations of the medieval religious temper sound almost sensationalist.

Like most words used in political controversy, "conservative" can be a term of commendation or abuse. Among opinion-shapers the pejorative sense has tended to prevail, with the result that conservatives have found it difficult to construct a coherent and intellectually respectable account of their tradition.

"Conservative values are adopted", says Professor Weiss, "by those who feel threatened by social modernisation". The repository of arguments in favour of the status quo has not varied much over two centuries: on Germany, Austria and France. Another limitation is that he omits powerful but influential conservative thinkers such as Jakob Burckhardt, while including altogether feeblish minds who were nevertheless spokesmen for important areas.

Ver sometimes he goes too far. After showing how men developed a sense of chronology as they began to keep dated records of administrative documents, he announces that these excellent administrators then abandoned the writing of history to additional-minded observers like monks who were in turn succeeded as chroniclers by "barely educated townsmen". This is surely nonsense.

Status quo tradition

Peter Hebblethwaite

Conservatism in Europe 1770-1945. By John Weiss. Thames and Hudson £4.00. 500 320357 £1.95. 330352.

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Revolution and Reaction: 1848 and the Second French Republic. Edited by Roger Price. Croom Helm £7.95. 85664 204 5.

Two years ago the appeal of this volume would have been restricted to a small number of specialist historians. Today, with the advent of the Open University's Third Level Course on "The Revolutions of 1848", its potential readership must be considerably greater.

recklessly tramples upon what has been painfully built up. But conservative thinking always been so innocently taken aggressive forms against the enemy. He calls this tendency "the right". It can be seen in France before the 1914-18 war, in Germany and Austria. Its tactical repository is the "Cautious Tithe". By Eric J. Hobsbawm and Kegan Paul £4.75.

It is not always easy to see in these objective pages the processes he describes, since his care is to give them a secure base on which to build.

These are some of the points raised by a reading of the Weiss's excellent book. It far towards undermining the sentence. Speaking of 1948, he has had "ended". A judgment.

in composition, the two volumes are disappointing in two ways. The opportunity has been foregone to introduce English readers to the work of leading French historians of the period: Remy de la Harpe, Maurice Agulhon, and only three Britons: the English historian that should be overwhelmingly

25 Books/History

Making the world go round

Harold Russell on economic history

Towns in Transition 1500-1600. By Peter Clark and Paul Slack. University Press £3.50. 19 821175 21 5816 3.

Government and Economy in Industrial England: Essays in Honour of F. J. Fisher. Edited by F. J. Fisher. Macmillan and Nicolson £12.50. 7179 5.

often amusing information to many interests, these books should be read in conjunction with history as a subject has reached take-off point. In contrast to political history the authors have managed to assemble agreed data covering a large area of ground, and to set them a secure base on which to build.

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PLAYS FOR YOUNG PEOPLE. A catalogue of plays for young people, including titles, authors, and publishers. Price 25p.

extent of the upset caused to title commutation agreements by agricultural improvement. The picture of excommunication as a "potent threat" suggests that much changed after 1660. The image of a "rude" reader's mind may be of the Rector who won a title lawsuit, only to be pursued by women and children shouting "tatoes, potatoes, turnips and potatoes, potato-guts". It is an unexpected sidelight on the history, both of the church and of the potato.

Messrs Clark and Slack have now been collaborating on urban history for long enough to be called "incorporated". They are in keen competition with Messames Heat and O'Day for the title of the most promising double act on the English historical bill. Their latest work moves on from the economic and political concerns of their previous work, into a study of urban life which is more social than economic history. As such, it should be read in conjunction with the more austere economic contribution by Dr Corfield in the Fisher Festschrift.

Some of their best material concerns the dislocation caused by the Reformation in the corporate life of many towns, and its slow repair through the growth of such things as town lectureships. They add tend to give the impression of believing in "one coherent thing called Puritanism", but, as a contribution to the integration of

unevenness is obvious in this volume. There is no proper introduction. The three demographic and general chapters by Lampard, Briggs and Banks are disappointingly unfocused when read a second time, and the pieces on Victorian popular literature and the Victorian town are relatively slight and narrow in scope. The exciting parts of the book are the chapters by Raphael Samuel on vagrants and by Thompson and Harrison (all historians associated with the History Workshop) which combine a directly accessible interest in the individual and the particular with a hard underlying quantitative grasp of the economic and social background.

economic and religious history, this is of the highest value. The book will be ideal for undergraduates, and might even interest sixth formers. However, it is sad that a work resting on research often as yet unknown to others should have no footnotes.

Many of the places which interest them most are, like Ely and Preston, so small that their claim to be called towns is debatable. They are interested in the extent to which places like these, or larger places like Salisbury and Chelmsford, were beginning to offer a distinctively urban way of life. Such topics as the book trade, schools, the plague, differential mortality between classes, marketing and migration, they have much that is new and distinctive. They can fairly claim to have provided the particular, by 1600, a history of England which was far from a purely rural point of view will be inadequate.

The Victorian City: Images and Realities. Volume I: Past and Present, and Numbers of People. Edited by H. J. Dyos and Michael Wolff. Routledge and Kegan Paul £4.95. 7100 8458 7.

Nineteenth-century urban history is a growth area both for the academic researcher and for the general educated public. Both these books are by academics for academics but the publishers have shown their hope of catching the interest of a wider audience not only by fairly optimistic pricing but also by producing the text in a larger format with larger margins and more plates than is necessary while relegating footnotes to endnotes, no doubt on grounds of expense.

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She-wolf

Keith Harling

The Ardent Queen, Margaret of Anjou and the Lancastrian Heritage. By Jock Haswell. Peter Davies £4.50. 432 06580 6.

When in 1445 the Archbishop of Canterbury married Henry VI to 16-year-old Margaret of Anjou, he was lacing milk with methylenated spittle. Henry was ineffectual but the Angevins were Europe's most dominating family.

For 30 years Margaret was the House of Lancaster. She led his armies against rebels when he was mad; and when he recovered and wanted "to be no better than a homely swain" she bullied him into a vendetta against the Yorkists. Jock Haswell, an ex-soldier, writes with a good knowledge of the good old battles. Incidentally, Shakespeare called Margaret "the she-wolf of France" not "the she-wolf of Anjou".

Liberty enchained

David Goodway

Revolution and Reaction: 1848 and the Second French Republic. Edited by Roger Price. Croom Helm £7.95. 85664 204 5.

Two years ago the appeal of this volume would have been restricted to a small number of specialist historians. Today, with the advent of the Open University's Third Level Course on "The Revolutions of 1848", its potential readership must be considerably greater.

The most important reprinted from Annals, Charles Tilly and Lynn Hunt who examine with great fullness and, for some, definitively of the insurrectionary motivation of the June, 1848. They conclude that many artisans and journeymen fought for the government National Guard, the central came from high owners, from property owners, slonians, shopkeepers and employees. Marx's analysis of June days was essentially a

vinces, but within six months goals fears of socialism and brutal June Days had rendered capital quiescent. From the summer of 1848, however, a cess of repression and repression resulted in the political of substantial areas of rural and Louis Napoleon's coup in December, 1851 precipitated large-scale Republican insurrection. The chapters in price are divided equally between two main sides: the Second Republic.

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Life in the city

A. R. K. Watkinson on Victorian urban history

The Victorian City: Images and Realities. Volume I: Past and Present, and Numbers of People. Edited by H. J. Dyos and Michael Wolff. Routledge and Kegan Paul £4.95. 7100 8458 7.

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The great globe itself

Tony Howarth reviews two world histories

The History of Mankind: Volume 5, The Nineteenth Century. Edited by Charles Moravcsik. Allen and Unwin, in three volumes at £15 each, 04 90025 8, 04 90027 6, 04 90028 4. *The Hutchinson History of the World.* By J. M. Roberts. Hutchinson £9.95, 09 126970 9.

and informative, although occasionally a mass of information gets in the way of anything but the most superficial analysis. The worst example of this indifference is the lengthy exposition of technical developments from 1775 to 1905 by the Russian Zvornik and Choukhardin. Their recital of familiar facts is tedious, and their prose, often allowing for translation, is roughly grade 3 CSF banality: "The discovery or invention of fire marks a great turning-point in human history". "The invention of the telephone—one of the most wonderful products of man's genius...". One suspects that Messrs Z and C were invited to contribute to this international symposium simply because they were Russian.

In times when there are few matters about which we on this planet do not differ, the engineering of a collective agreement about just how we came to be as we are would seem to be a worthwhile enterprise. So, when the International Commission for a History of the Scientific and Cultural Development of Mankind not only got itself up but actually produces books, one feels obliged to congratulate the sponsors as well as the historians concerned. UNESCO, under whose auspices the Commission's books appear, may have felt like the kiss of death to some, but it was obviously the breath of life to editor Professor Charles Moravcsik and his collaborators.

Volume five of *The History of Mankind: The Nineteenth Century*, is published in three volumes. The first deals with the industrial and scientific revolutions; the second with social, cultural and religious aspects of the period; and the third with the European empires and the cultural conflicts they aroused.

The books are collections of essays, each of which has been selected for inclusion by what Moravcsik calls "a certain international agreement", and most of them have been subjected to a rigorous appraisal by other collaborators and consultants, whose often substantial criticisms are tacked on to the essays as appendices of dissent.

The essays are mostly scholarly

26 Books/History

Keepers condemned

Harry Rée

Into that Darkness. By Gitta Sereny. Pan £1.50, 330 25016 6. *Prisoner of Man.* By Bea Ruo-Wang. Penguin 90p, 14 00 4112 5. *The American Prison Business.* By Jessica Milford. Penguin £1.00, 14 00 4152 4.

All these books are concerned with the way governments (in this case German, Chinese and American), keep people shut away in prisons or camps, and often kill them. The people who keep, and sometimes kill the inmates are often strange and estranged human beings, and it is to these camps and to these people that innocent victims, that these books draw attention.

Gitta Sereny sought out and interviewed the hood keeper, Franz Stangl, who was the former Austrian Kommandant of Treblinka, one of the four camps in Poland specializing solely in the extermination of Jews and Gypsies. In 17 months during the war, over 2,000,000 Jews were killed in these camps in an attempt to achieve the Nazis' "Final Solution".

His debts other scholars are made clear throughout the book. Where scholars disagree over notoriously vexed questions, Dr Roberts attempts no facile solutions, and the reader is made aware of controversy as well as being encouraged to pose his own questions of the author's interpretations. Above all, in his treatment of cultural trade-offs and cultural tensions between those crude hemispheres we label "East" and "West", the author is at his most perceptively stimulating.

The Hutchinson History of the World is a remarkable achievement. At less than £10 it qualifies as the book bargain of the decade. I hope it will find its way into the library of every secondary school in the land.

ere and keepers and some of surviving victims and their families. She also treats with care and some detail the people reaction of the Vatican to the extermination of the Nazis government. But perhaps her most unexpected revelation, and the most surprising, is of herself. She comes almost unconsciously, as a product of the most sensitive tact, sharp and humane intelligence.

Prisoner of Man is a subtle and, but not without importance, was written, not by the writer himself, but by the Chinese-American journalist. This is a huge mistake. It shakes credibility, and since, as Beilstein said, the best Chinese writing is done in English, the book is not Bao Ruo-Wang's, though Chelminski writes in a first person. He met Bao in a camp, and naturally, unlike Gitta Sereny, could not check sources; there were none outside China. He accepts all that Bao says about his years in captivity; he had to.

However, it is difficult to be being impressed and disgusted by the policies of Penal Persuasion describes. The administering prisoners seeking approval in earlier releases, is convincing revealed. This is a modern form of torture which employs nothing more drastic than intense and prolonged hunger, immense moral and intellectual pressure, and the threat of an even longer sentence. It seems usually to work—or to kill.

The third book, *The American Prison Business*, reports the sinister aspects of the American system. Behaviour Modification Programmes, Clockwork Orange experiments, tests on "volunteers" of drugs and new psychobiological procedures—all these obscures and more are revealed. Jessica Milford rakes up the muck with care and skill; she is full of insights, one of the most important of which must be: "The character and mentality of keepers may be of more importance in understanding prison life than the character and mentality of the kept."

Wales to Westminster

The Making of Lloyd George. By W. R. F. George. Faber £5.50, 571 10784 2.

The only member of the Lloyd George family and entourage who has not yet turned in his version of events seems to be the cat. Son/daughter/wife/niece/secretary, plus squads of other associates have all, aided by selective memories, delivered their own partial verdicts.

Clogs and cawl

Life and Tradition in Rural Wales. By J. Gerald Jenkins. Dent £7.50, 460 04197 5.

Mors, nostalgic? No, a timely account of Welsh rural life, a simple and it posed no problems, it could easily be accepted as important without there being any implications for one's understanding of French revolutionary history as a whole. The foolishness of an ultra-reactionary king and his even more foolish advisers forced moderate opinion into becoming reluctantly violent and the younger, more realistic branch of the royal house stepped in. As Casimir Périer put it there had been no revolution, there had only been a change in the person of the ruler.

Liberté, égalité, fraternité

1830 in France. Edited with an introduction by John A. Merriman. Croom Helm £5.00, 531 05373 3.

There was a time when the 1830 Revolution in France was the Beecham's Eighteen Symphony for historians. It was short, it was simple and it posed no problems, it could easily be accepted as important without there being any implications for one's understanding of French revolutionary history as a whole. The foolishness of an ultra-reactionary king and his even more foolish advisers forced moderate opinion into becoming reluctantly violent and the younger, more realistic branch of the royal house stepped in. As Casimir Périer put it there had been no revolution, there had only been a change in the person of the ruler.

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Among this week's contributors:

F. R. H. Du Boulay is Professor of medieval history at Bedford College, University of London.
Douglas Johnson is Professor of history at University College London.
Betty Kemp is university lecturer in modern history at St. Hugh's College, Oxford.
Geoffrey Parkinson is a probation officer.
Harry Rée teaches at Woodberry Down School.
Conrad Russell is reader in medieval and modern history at Bedford College.

Teachers of History

History in Action for Mixed Ability Class by Bernard Barker. Topics: Medieval Trade in Europe; British Industry 17th Century (USA); Napoleonic Wars 18th Century (USA). Repetitive pack. 11 cm. 24 units. £3.50. (Mixed Ability) pack. 24 units. £3.50. (Mixed Ability) pack. 24 units. £3.50. (Mixed Ability) pack. 24 units. £3.50. (Mixed Ability) pack. 24 units. £3.50.

27 Books/Children's Literature/History

Tales, marvellous tales

Audrey Laski surveys the paperbacks

If television stops children from reading, where are all these paperbacks for? The question might come out of *Why Are There More Questions Than Answers, Grandad?* by Kenneth Muhs (Picture Puffin 50p), an engaging collection of magic stories and fairy tales, by Iona O'Connor. But perhaps her most unexpected revelation, and the most surprising, is of herself. She comes almost unconsciously, as a product of the most sensitive tact, sharp and humane intelligence.

Prisoner of Man is a subtle and, but not without importance, was written, not by the writer himself, but by the Chinese-American journalist. This is a huge mistake. It shakes credibility, and since, as Beilstein said, the best Chinese writing is done in English, the book is not Bao Ruo-Wang's, though Chelminski writes in a first person. He met Bao in a camp, and naturally, unlike Gitta Sereny, could not check sources; there were none outside China. He accepts all that Bao says about his years in captivity; he had to.

However, it is difficult to be being impressed and disgusted by the policies of Penal Persuasion describes. The administering prisoners seeking approval in earlier releases, is convincing revealed. This is a modern form of torture which employs nothing more drastic than intense and prolonged hunger, immense moral and intellectual pressure, and the threat of an even longer sentence. It seems usually to work—or to kill.

The third book, *The American Prison Business*, reports the sinister aspects of the American system. Behaviour Modification Programmes, Clockwork Orange experiments, tests on "volunteers" of drugs and new psychobiological procedures—all these obscures and more are revealed. Jessica Milford rakes up the muck with care and skill; she is full of insights, one of the most important of which must be: "The character and mentality of keepers may be of more importance in understanding prison life than the character and mentality of the kept."

Celtic cross

The Celtic Church in Wales. By Sian Victoria. S.P.C.K. £2.95, 0 281 02945 8.

No one knows exactly how Christianity came to Britain, but there were converts by the third century, and the number greatly increased in the next century.

After the Romans had departed, Christianity in the south and east of the country all but disappeared as the rest of Britain was invaded, but it survived in the west. There were contacts by sea with other Celtic peoples—in Ireland, Cornwall, Brittany—and even with Eastern Mediterranean countries where Christianity was born.

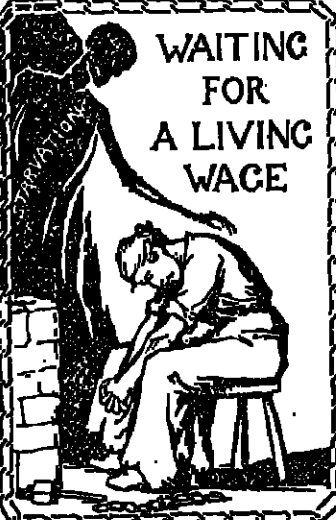
We are told in this book about important Christian sites in the area which eventually became known as Wales. We learn how the church organized itself, its relationship with the princes and its influence on the king-groups.

There is a wealth of material evidence about this period, but the author has given us a well-balanced book which is clear and informative. There are some good photographs, and helpful suggestions for further reading.

Republic and Empire

Roman Provincial Administration. By John Richardson. Macmillan Educational £135, 333 18321 5.

Administration of government was the cornerstone of the Roman Empire; *Roman Provincial Administration* is a clear exposition of this often poorly explained area of study and one which will be a useful contribution to classical studies in schools. Covering the years 227 BC to AD 117 Dr Richardson's compact and clearly organized book draws on contemporary documents. The spread of Roman rule around the Mediterranean and beyond is examined in the light of the changing political climate in Rome itself: the erratic growth of the Empire is discussed in relation to the different methods tried in administering it. The two major political divisions of Republic and Empire and their differing emphases in government are looked at through the careers of Cicero on the one hand and Augustus and Tiberius Younger on the other. This method has the advantage of bringing everyday comments and personal touches into what could easily drift into formless explanations.



This suffragette postcard is one of numerous contemporary black-and-white illustrations in *Archiv Marwick's Women at War 1914-1918* (Croom Helm £6.95/Panorama £2.50). Fascinating photographs of women performing various tasks, from chimney sweeping and munitions work to tending the sick, complement a readable text.

Lares and penates

Colin Crewdson

The *Mirror of Britain Series*. Beyond the Inhabited World: Roman Britain. By Antony Thwaite. Andre Deutsch £3.25, 333 96790 7. The Romans. By Sophie Ramond. Lutworth £2.60, 7188 2284 6. Living in Pompeii. By R. J. Unstead. A and C. Black £1.45, 7136 1707 1.

The weighted dice that turned to six at nearly every throw; the high-pitched voice of the Roman man-curse momentarily silent as he plucked away the armpit hairs of his screaming customer; the curse written backwards on a piece of lead from Bath—these and many other illustrative points provide the human insight into the Roman Britain of the "Mirror of Britain" series.

Beyond the *Inhabited World*, as it is enigmatically called, is an introduction to Roman Britain simply written by someone enthusiastic about his subject rather than by a professional historian. It is a well-produced, polished book; the illustrations rely almost entirely on photography which gives a sense of solidity and reality which otherwise might have been lacking.



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Adding a visual dimension to the lessons of history

ROBERT UNWIN considers the many forms of illustration available to history teachers

Television programmes on the natural habits of crocodiles and libraries are inundated with requests for reptile books; film jaws and the paperback, together with an assorted range of "white death" material, are likely to appear on the adolescent's bookshelf.

Audio-visual stimuli can heighten motivation and encourage verbal inquiry, but what sparks off the desire to read the book cannot readily be isolated, for a big difference between the present age and previous generations is in the opportunities now provided by educational and communications media. Thus the conditioning for children at home and in school can be totally different from any previous period.

Even before man could read, write or compute, rudimentary drawing was an essential form of communication, and the evidence available to the history teacher today, in visual form, extends from the artifacts of lower palaeolithic times, the classical frescoes and mosaics, the Bayeux Tapestry—an early picture strip—down to the photographic records from the nineteenth century onwards.

In recent years a number of authors and publishers of history school books have begun to use illustrations more effectively, but many textbooks still provide no guidelines, and it would be interesting to calculate the total space allotted to visuals to which no reference is made in the text. The expansion of the supply of pictures which can help in explaining the pictorial and the verbal means that it is no longer necessary to use words exclusively.

Yet, if the bias in favour of the visual has grown to such an extent that it is possible to speak of the cult of the picture, illustrations can still be ineffective if they are poorly chosen, inadequately researched or ineptly used. An understanding is also needed of the possible role of the visual; for example, it might be difficult to understand Regency architecture completely, without illustrations; on the other hand, an attempt to explain the ideas of liberalism solely through visuals would almost certainly prove inadequate.

Although visuals can be located which complement the verbal effectively, their use in the classroom can be frustrated if insufficient attention has been paid to the developmental stage of the

children for whom the material is intended. What is required is a proper appreciation of the importance of the visual dimension in the world of the child and of the ways in which children are encouraged to use illustrations from their early years. Only then is it possible to establish a rationale for the best use of illustrations in the classroom.

As a leisure activity, children often enjoy studying pictures which involve the location of hidden letters, numbers or objects. There are also numerous historical examples of visuals in which the artist or engraver has incorporated numbers in the illustrations themselves, together with an associated explanation. Where this has not been done, the history teacher, possibly working on copies of the originals, might insert numbers and ask pupils to identify particular activities, buildings or people.

Another activity, popular with both children and adults, is to spot the differences and to record, often competitively, slight differences between two illustrations. Parallel to this can be found in the pictorial material available for the history teacher: a village plan before and after enclosure; a map of a local district before and after industrialization; a political map of Africa in 1870 and another in 1974. Two views of a street scene from a similar camera angle but separated by generations of time might be used in a social and economic history course, or as part of a local or urban study.

The time comparison between two maps or illustrations can be made apparent by setting them alongside one another in the classroom or in the form of slides—possibly with an associated commentary—and the similarities and differences can be recorded.

The skills which can be fostered by such work: encouraging pupils to be observant; to select and to find key points worthy of emphasis; and to look for patterns in what is observed, are not exclusive to history. However, such work can be organized as a starting point for historical inquiry and children can learn through observation that the past did not stand still for a single day, that change and motion are decisive historical concepts.

Observation and interpretation should then be extended further into the field of explanation, thereby encouraging the development of positive historical thinking and questioning. How did the situation change, when, where, who were the people responsible and what were the consequences of change?

Once pupils have begun to pose questions—rather than simply regurgitate answers—a process of historical investigation has begun. Thus it is possible to move from simple observation to thinking; to identify problems which have his-

torical explanations; and to locate those sources which are most likely to provide answers—at least tentatively—to the questions posed.

If a "then and now" technique is to be extensively employed in the classroom, possibly as part of a patch approach to history, modern illustrations need to be used. Thus the collection of current newspapers and magazines and their processing and classification for resources centre is of potential value for the history teacher. For example, a modern illustration of spaghetti junction or of a juggernaut may provide a useful comparison with a nineteenth-century engraving of the same scene.

In Jubilee year the scope for looking at similarities and differences between 1952 and 1977 is likely to be considerable. In addition to "then and now" exercises, it is possible to organize similar activities for comparing "then and now" in which all the pictorial examples are from the past. And why not a projection—asking pupils to look at a modern illustration and to imagine the situation in 2001 AD?

Pictorial sources can help in developing the ability to order sequences in a time scale and, provided the emphasis is placed on change rather than progress, the danger of falling into the "Whig interpretation" trap can be avoided.

History is about people, and illustrations of people in the past can be used in a variety of ways. For example, the contrasting views of Charles I as seen by contemporary artists can provide a rewarding introduction to the origins of the English Civil War, as in the Schools Council Project: history 13-16, different photographs of the Suffragette Derby of 1913 are introduced to help pupils understand some of the problems involved in explaining conflicting interpretations.

Developing in pupils the ability to compare two or more illustrations of the same person or event and to recognize similarities and differences may lead to an appreciation that visual evidence can be conflicting and sometimes insufficient. The stages of such an approach to learning are clear.

Commence with the raw material of history—the visible remains of the past. Interpret the source—what do the illustrations reveal? Pose questions—what requests information is not provided in the visuals? Locate and introduce additional written and pictorial sources to answer the questions posed. This will involve a further stage of interpretation and questioning and the whole process of historical inquiry is sparked off again.

Illustrations can also be used to foster critical abilities, with pupils becoming aware of possible bias or special pleading in a single picture, especially when taken out of context. For example, two illustrations of a factory interior, one from a "bad news" and the other from a "good news" angle can be compared. In the former picture the children are barefooted, clothed in rags, subject to injury from machinery, and find consolation only in their mutual desolation.

In the latter picture, the children wear shoes, are better clothed and the disposition of the employer on the left and the nurse on the right shows them encircling the children in protective roles. Having compared the two views of the factory system, textbooks and literary books can be used to see to what extent they support that view of child labour.

The possible or known bias of artists is well demonstrated by comparing William Hogarth's "Gin Lane" and "Beer Street"; while in "Industry and Idleness" he provided not merely a picture strip but a series of long, narrow illustrations. For example, in "The Fellow Prentices at their Looms" it is possible to devise a picture A and a picture B contrast within a single engraving.

On the left, the idle apprentice is asleep, a cat is playing with the shuttle, a beer tankard and pipe are placed close to hand, and "The Prentices Guide" at his feet is in a ruinous condition. Above his head is pinned the "Ballad of Moll Flanders". On the right, the industrious apprentice is busy at the loom, there is no pipe or tankard, "The Prentices Guide" is well preserved, while the "Ballad of Whittington, Lord Mayor" is on the wall behind. As if to give more emphasis, the contrasting verses from "Frobert" are included, while at the border, a girl's work has been carried out, using either visual, or the questions asked of visuals.

Whether the extensive use of illustrations as positive stimuli to verbal and written inquiry could help children to move towards formal school work, or if it has been carried out, using either visual, or the questions asked of visuals, the extensive use of illustrations as positive stimuli to verbal and written inquiry could help children to move towards formal school work, or if it has been carried out, using either visual, or the questions asked of visuals.

Having made a list of main differences, it is possible to consider how far the engraving reflects the attitudes of the time towards social matters as work, discipline, unemployment and crime; and to what extent such views survived into the nineteenth century. Leigh Hunt, the nineteenth-century poet and essayist, in recalling his school days at Christ Hospital recorded: "The children's books in those days were Hogarth's pictures taken from his most liberal conception. Every good boy was a hero in his coach, and every bad boy was to be hung, or eaten by lions."

In the case of artists like William Hogarth and George Cruikshank, the search for symbols can help in understanding the asso-

ciated concepts. Picture and symbol reading are useful skills in our own symbol-proliferated times. In the case of cartoons, there are clearly problems of bias and the symbols employed may well necessitate the inclusion of a glossary.

Nevertheless, cartoons do provide caricatures of people and events, and it is sometimes revealing to see the different ways in which cartoonists portrayed political figures at different times of their careers. For example, Punch cartoons of Hitler in 1940 are strikingly different from those of 1945 and reveal a lot about the changing view held by the British people of the dictator's declining fortunes.

In recent years, increasing emphasis has been placed on skills and abilities which can be fostered through a study of history, but the story-telling function of the subject, and its curiosity about earlier times, should not be overlooked. The picture strip has long had a long history embracing within it friezes in Pompeii and the pictographic annals of the Aztecs.

The diagrammatic work of children themselves, which can include the production of their own picture strips and cartoons, and designing of black silhouettes to portray a story; the preparation of posters and coats of arms, can encourage children to read historical accounts and to present them in synopsis form. Such activities may help in the development of social skills, enabling pupils to reconstruct certain aspects of the past and to identify with historical figures and the problems they faced, thereby going some way to satisfy a curiosity about earlier times and the development of the powers of imagination.

To date, learning tests by educational psychologists in the field of history have focused largely on the responses of children to written material, and little work has been carried out, using either visual, or the questions asked of visuals, the extensive use of illustrations as positive stimuli to verbal and written inquiry could help children to move towards formal school work, or if it has been carried out, using either visual, or the questions asked of visuals.

Yet it is clear that visuals do have a place in each of the principal approaches to the study of history; in explaining the study in development; in locating the study in the present. Illustrations can also help in associated written, verbal, and oral work and in the development of a range of aesthetic, creative, ethical and linguistic skills which can readily be extended to other subjects. Such detailed justification is unnecessary. If visuals can be used in the classroom to stimulate the curiosity of children into a positive enthusiasm for history, maybe it is enough.

TALKBACK

Reasonably dressed?

Sue and Steve Ferguson

Shirley Williams proposes a "contract" between schools and parents, under which the school would promise to reach children as well as it could, while parents would, among other things, undertake to send their children to school reasonably dressed, clean and given some sort of breakfast. Our work on Merseyside has led us to the view that this contract requires closer examination.

If parents are to send their children to school "reasonably" dressed, who defines what is "reasonable"? Articles of Government or Management give to the head teacher the control of the organization, discipline and discipline of the school. In 1954 the courts ruled that the control of the discipline included the head's right to exclude a child from school who was not suitably dressed. Even though heads cannot compel a child to wear a "uniform" they can prescribe such a narrow range of suitable clothing that a school uniform emerges.

Current practices vary according to the preferences of the head. Do parents consider us reasonable the demand that their daughters attend school in a blouse of specified colour, a skirt of specified school style, available from a named school supplier? Is it reasonable that girls must wear white socks in the summer and grey ones in cold weather? That physical education can only be done when wearing a compulsory white outfit? That a child on her way to and from school must never wear an overcoat or a parka jacket, and cannot have one with plain dark buttons?

All these are examples of school dress requirements. How does the parent's side of the contract stand against a head's power to exclude a child who is in their opinion "unreasonably" dressed.

Sending a child to school "suitably" dressed is expensive. For a blazer, shirt, school tie, cricket cap, PE kit (shirt, shorts and running shoes), football kit (shirt, shorts in specified colours and socks) can cost at least £35. These expenses are in addition to the regular clothes a child needs, and do not take into account duplicates required when items are being cleaned.

The greater the degree of specificity the greater the cost. One school's uniform and associated kit costs more than £100, and many of the items can only be purchased from a supplier who visits the school. These examples illustrate the extent to which schools can place insupportable financial burdens upon families.

School clothing is a major anxiety for parents. According to the Supplementary Benefits Commission the basic weekly allowance is supposed to cover the purchase of clothing and shoes. The inadequacy of the basic scale rates is proved by the ever increasing demand for the payment of additional lump sums, known as exceptional needs payments. In 1975 the Commission's figures indicate that more than half of these were for clothing and shoes, about 500,000 cases. The figure today is almost certainly higher.

The Supplementary Benefits Commission will not provide any help towards the additional often exceptionally high costs of a distinctive school uniform, arguing that the power to make such grants rests with the local authority. But while this provision exists through the 1944 Education Act, it is only discretionary: the local authority may provide help with uniform costs, can determine the size of the grant, and how it is payable.



help towards the additional often exceptionally high costs of a distinctive school uniform, arguing that the power to make such grants rests with the local authority. But while this provision exists through the 1944 Education Act, it is only discretionary: the local authority may provide help with uniform costs, can determine the size of the grant, and how it is payable.

Liverpool families who are eligible for free school meals, either through the "passport" of receiving supplementary benefit or family income supplement, or the means test, are also eligible for the distinctive school clothing grant. This amounts to £10 a year, payable as a voucher exchangeable at certain Liverpool stores.

Whatever the cost of the uniform demanded by the school the only available help is from the local authority. The case of one Liverpool woman illustrates the parents' dilemma. Since her husband left her several years ago, she has been dependent on supplementary benefit, acknowledged by the Government to be "the poverty line".

Last September her eldest child was due to start at a secondary school with specific uniform requirements. The £10 grant enabled her to purchase the skirt and two blouses, but she had still to buy out of her weekly allowance a full length dark navy winter coat, canvas purse belt, white and grey

socks, leather shoes and the uniform and equipment necessary for PE, horse craft and sciences.

The fact that local authority provision is discretionary means that some authorities are more generous than others. With a declining economy and stringent public expenditure cuts, it is such areas of the local authority budget that are especially vulnerable.

Rather than being a fair exchange of responsibilities, Shirley Williams' contract is a means of further legitimizing the excessive demands many schools place upon families. As long as the Education Act is interpreted in terms of the 1954 ruling, parents will never have the right to decide what is "reasonable" for their children to wear.

A school's criteria for "reasonable" should include a sensitivity to what individual parents desired and could afford. All too often this is not the case. Should Shirley Williams feel reticent in challenging the power of heads, she could turn to her Cabinet colleagues and insist that an adequate system of income support is provided to help families to meet the schools' demands. With that assurance, parents could accept her proposed contract.

Sue Ferguson is a social worker with Liverpool Social Services; Steve Ferguson is a lecturer in education, University of Liverpool.



"The Fellow Prentices at their Looms", from the Industry and Idleness engravings by William Hogarth.

Design sheets

Altair design sheets provide black and white geometric designs that can be coloured in to create pictures and patterns or they can be used to demonstrate fundamental problems of geometry. The sheets come in "packs" of 48 or packs of 96. Several sheets can be joined together to make a poster.

The Altair Design Competition Packs are only available from the Children's Book Centre, 229 Kensington High Street, London W8 6SE at 40p per pack. One free pack will be sent with every 10 ordered.

Women's Lib

A discussion kit on Women's Lib gives details about the number of women married, the number who are working, comparison between a man's average salary and a woman's, the type of work of child care provided outside the home.

The kit accompanies these facts about women with questions such as: "If men's pay is higher because men are supposed to support their families, what implications would 'equal pay' (in whatever form we interpret it) have for economic relations within the family between husband and wife?—for the upkeep and care of children?—for the payment to look after children while parents are at work?"

Information about the kit from Women's Liberation Campaign for Legal and Financial Independence, 21 Stapleton Hall Road, London W4.

Correction

The pictures which accompanied our review of the ILEA "Pictures For Words" (April 1) were printed in error. They were not part of the pack. We apologize for any misunderstanding.

Rural deprivation

Joe Santaniello

"Deprived child" is a blanket term covering many of society's failures, those born to live in slums. The child disenfranchised from grass and ground in the high rise flat, the flinching, battered child, the black child condemned to tight-rope through life—all are easily identified as "deprived". For those of us who on Sunday drive through the countryside, it may be hard to think that many country children are also deprived. But it is so.

Since the war, changes in agricultural technology have gained momentum, until now they threaten to imprison the poor of the countryside as effectively as the Industrial Revolution did to the poor of the city. For the children born in the highly mechanised corn belt of England—East Anglia, Lincolnshire and East Yorkshire—life is becoming ever more restrictive and the future more bleak.

There still persists the myth that the country child lives an idyllic life, communing with nature, free to run across buttercup fields under the open skies. The skies are open, but the fields are not. Cheap and plentiful food has its price and these children are paying it. Hedges and four-barred gates have disappeared under the greedy plough. Open meadows where generations of children have raced, now sway with wheat, surrounded by barbed wire and deep ditches. Animal cell blocks and silos enshroud the farm house, an approach grim with warnings—no admittance.

For the country child to be deprived of space seems ludicrous. Yet, except in those prosperous villages able to afford playing fields or those inheriting commons, there may be nowhere at all to play and little prospect of going anywhere else.

For modern farming has limited the range of a child's activities even more so have the present economic difficulties. Bus fares have risen sharply and in many districts school

acquaintance with books outside of school might be restricted to a few minutes' trudge to the nearest library, grubbing at books in the ten minutes allowed while the driver anxiously glances at his watch. Not for them the pleasure of browsing. But even they are lucky, for their children being in school, where the library only visits during the afternoon and has a month's holiday during the six-week vacation. How children who are too poor to buy books (even if they were available) are supposed to become literate is a mystery.

Yet these problems are capable of solution, some of them with goodwill and fractional expense. While playing fields for all may not be a practical proposition, local farmers could be encouraged to retain their fields as playing fields for children to play. Schools which serve a number of villages must move out to those villages.

Open nights and parent teacher meetings could be held in local village halls even if this does mean more work for the teachers. Plays, concerts and sports could be performed occasionally in the various villages giving all the community a chance to see "their children".

Even the question of children's libraries can be resolved without expense. Where the library services are willing to help, small children's libraries could be set up using books culled from the larger branch libraries. If the library services are unwilling or unable to cooperate, then the schools themselves could organize lending book clubs in their local villages. They could be run by volunteers during the school holidays either in private homes or some corner of the village hall. The books would be provided by the school. There are plenty of books in schools gathering dust in the holidays and these could be put to some worthwhile use.

In the cities we provide libraries, parks, museums, art galleries, shops, theatres and other exciting stimuli, but for the country children, little is provided. It seems they must help themselves without help or sympathy.

Joe Santaniello is deputy head, Giltshill Primary School, Hull.



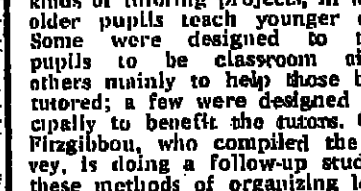
The United Kingdom Reading Association has just started a new journal, Reading Education—UK. The first issue is entirely devoted to articles on the influence of the Bullock report on teacher training, in relation to preparation for the teaching of reading. Price £1.25 from S. V. Healdie, 63 Laurel Grove, Sunderland, SR2 9EE.

Stantonbury Campus in Milton Keynes is taking part in an international project concerned with evaluation and assessment in mixed-ability classrooms. It would like to have as much information as possible from other schools who may be developing ideas or schemes in this area. Such schools will be sent a copy of the documentation being used at Stantonbury. Write to Bob Moon, head of lower school, Stantonbury Campus, Milton Keynes, MK14 6BN.

Information and ideas about the world of volunteer services come in a new quarterly international journal, Aspects, whose first issue is now out. The journal aims to promote discussion of philosophy and practice in this field, and is particularly interested in descriptions of "the nuts and bolts of volunteer

projects" throughout the world. Articles are printed in English, French or Spanish; a summary list of the other two languages is also included. Potential contributors and subscribers should contact the editors, JVS, 30 Craven Street, London WC2. The journal is free.

The University of London Institute of Education Centre for Teachers ran a four-day course last month on "Modern Trends in Piano Teaching" concerned principally with group piano teaching techniques. It would be glad to repeat the course in this or some other form if there is sufficient demand. Contact V. C. Rosewell, the advisory centre to teachers at the Centre, Bedford Way, London WC1H 0AL.



A pamphlet to assist parents concerned about the right to choose a school, or who wish to appeal against their allocation, or who would like to know more about the voucher scheme, has been written by Barbara Bullivant, a former secretary of the Confederation for the Advancement of State Education. The Right to Choose a School? is available from her at 81 Rustlings Road, Sheffield S11 7AB, price 10p plus postage.

In October a new diploma in education for a multicultural society is being offered on a two-year-part-time basis at Goldsmiths' College in London. It is open to qualified teachers, education lecturers, advisers, immigrant welfare officers, wardens of immigrant reception and language centres, and community relations officers. The course aims to develop a theoretical and practical understanding of the implications of living in a multicultural society, with the special reference to education and community relations. Details from the college's admission office, New Cross SE14 6NW, or from Professor Maurice Croft (01-692 7171, ext 228).

A survey conducted recently in the United States looked at different

PRIMARY Scale 2 Posts continued

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COUNTY OF NORTH YORKSHIRE Stokesley School (Group 11)

Applications are invited from suitably qualified men or women for the post of

HEAD

of this co-educational comprehensive school for pupils aged 11-18. The post falls vacant upon the retirement of the present Head on 31 August, 1977. It is hoped that the person appointed will, if not available before, commence duty on 1st January, 1978.

The school is expected at that time to have a roll of about 1,350 pupils, including 120 pupils in the sixth form and mainly serves the market town of Stokesley and the surrounding rural area, part of which lies within the North Yorks Moors National Park.

Further details and application form, s.a.e. Please, (returnable by 9 May, 1977) from the County Education Officer, Room 143, County Hall, Northallerton DL7 8AE.

ABBOTSFIELD SCHOOL, Clifton Gardens, Hillingdon, Uxbridge, Middlesex UB10 0EX (1,006 on roll; 95 in Sixth Form)

Required for September, 1977: HEAD TEACHER

for this Group XI Boys' Comprehensive School which shares a Sixth Form centre with the adjacent girls' comprehensive school.

This is a re-advertisement, previous applicants will automatically be re-considered.

Application forms and further particulars from, and returnable to, the Director of Education, Civic Centre, Uxbridge, Middlesex UB8 1UW. Closing date: 9th May, 1977.

London Allowance Payable. 75% removal expenses and some assistance in appropriate cases.

Ealing EDUCATION SERVICE

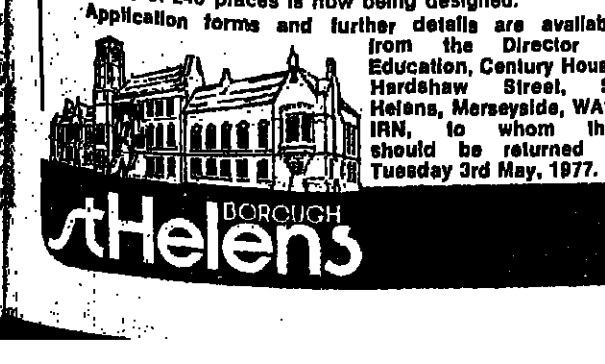
FARADAY HIGH SCHOOL Bromyard Avenue, Acton, London W3

HEAD TEACHER REQUIRED

Applications are invited from suitably qualified and experienced candidates for the Headship of this Group 12 (mixed) Comprehensive High School.

Salary: Headteacher (Group 12) plus London Allowance E202 and Social Priority Allowances. In appropriate cases, subject to conditions, assistance may be granted for local fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Application forms and further details of the post from the Chief Education Officer, Education Office, Hadley House, 79-81 Uxbridge Road, London W5 8SU (S.A.E.). Closing date 9th May, 1977.



EDUCATION COMMITTEE HEADSHIP SUTTON HIGH SCHOOL (Group 10 subsequently Group 11 in September, 1978)

Applications are invited for the Headship of this 11-16 (Designated 11-18 with first Sixth Form in September, 1978) mixed comprehensive school with 830 pupils on roll at present.

The first phase (450 places) of new buildings which will ultimately provide a replacement school on a pleasant site approximately half a mile away, is expected to be ready by September, 1978. The next phase of 240 places is now being designed.

Application forms and further details are available from the Director of Education, Century House, Harehush, Street, St. Helens, Merseyside, WA10 1RN, to whom they should be returned by Tuesday 3rd May, 1977.

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ART
Several titles in the humanities and renaissance and reformation courses, including topics related to patronage, industrialization and culture, the Medici and Leonardo da Vinci. The History of Architecture and Design 1693-1910 is a third level course for which there are many tapes related to illustrated books-radiovision publications. Among them: *What is Design?*, *The Magazines of Decorative Art in the 1890's*, and *Oriental Lacquer and French Design in the 1920's*. Frank Lloyd Wright and Walter Gropius are the subjects of tapes and there are tapes on London Transport design focusing on the work of Frank Pick.

SEMINAR CASSETTES
This company has cassettes on which artists are either interviewed or expound their views. For example Michael Ayrton explains his work to Yehudi Menuhin and vice versa.

Another rich seam: plenty of scope for dramatized readings, literary criticism, language and spelling, and reading skills practice. This section does not include English as a foreign language which comes under languages.

AUDIO LEARNING
Series of twenty-six discussions of literature, including works by Shakespeare, Shelley, Coleridge, Austen, Dickens, Hardy and Yeats. The discussions are on themes such as religious language in *The Wreck of the Deutschland* by Gerard Manley Hopkins and involve two people, almost all professors or lecturers at the larger universities.

EDUCATIONAL PRODUCTIONS LTD
The Shakespeare in Sound series features *Macbeth*, *The Merchant of Venice* and *Hamlet*. There is also a poetry tape on *Early Years to the Metaphysicals* and three under the heading *Poetry of the Two Elizabeths: Love, Violence and Discovery*.

KIDDY CASSETTES
In the Novelties series are several titles dramatised and performed by actors, with contemporary music. Paul Daneman and the London Theatre Company are in *The Count of Monte Cristo* and *William Tell*, with music by Tchaikovsky and Rossini, respectively. Other productions include *Gulliver's Travels*, *Don Quixote* and Oscar Wilde's fairy stories.

LONGMAN
The two main series which involve cassettes are *Knockouts*, for secondary, reluctant readers, and *Imprint*, designed for use with some CSE syllabuses or with the 'key literary pupil'. *Knockouts* books are especially written, or, as in the case of *The Midwich Cuckoos*, edited for less able readers. There are three tapes of short stories. The *Imprint* series includes cassettes of work by Stan Barstow, Alan Sillitoe, Bill Naughton and Sid Chaplin.

MACMILLAN
Macmillan has an unusual set of tapes, *The Shakespeare Interviews*, devised, written and directed by Robert Tait. Each contains a brief introduction to one of the plays, followed by interviews with the main characters designed to show their motives, personalities and relationships. The plays are *Macbeth*, *Julius Caesar*, *Hamlet* and *Romeo and Juliet* and the interviews are intended "to guide pupils to a deeper understanding of the human dilemmas Shakespeare portrayed".

OPEN UNIVERSITY
The course on *The Nineteenth Century Novel and its Legacy* has tapes on topics related to Austen, Dickens, James Tolstoy, Hardy and others. Other literature tapes can be found in the humanities foundation course and in the renaissance and reformation course. These are primarily literary criticism.

SUSSEX TAPES (a subsidiary of the EP group)
A wide range of discussion/criticism/readings on poetry, novels, drama, Shakespeare and American literature. Authors discussed include Chaucer, Pope, Blake, Pound,

Cassettes without filmstrips or slides lend themselves to instruction, drama, discussions, storytelling and music, and their use is increasing. Many relate to notes or books while some, although part of schemes which include projected visual aids, are self-sufficient. On the whole those mentioned here are intended for use alone or with notes.

This does not attempt to be a comprehensive survey, rather a general guide. Cassettes meant for the commercial market are excluded unless they seem to have a broadly educational application.

DEFNE, WAUGH, ELIOT, WEBSTER, JONSON, CRANE AND JAMES.
STUDYTAPES
Various tapes on Shakespeare and drama, discussions, criticisms and outline guides to novels, and on European literature designed to help GCE and CSE candidates and people going in for technical and professional examinations.

TIMES CASSETTES
Perhaps a less serious tone is taken with the *Times* cassette readings on *The Dramatizations of Howard Damon Runyon, Heroes, Villains and True Love Conquers All* (Victorian melodramas), *An Hour with Edgar Allan Poe and Come Love with Me* (love poems). There is also an adaptation of *Dr Faustus* by John Peter.

OPEN UNIVERSITY
As always, courses tend to be interdisciplinary and, therefore, hard to categorize in the traditional way. However, the tapes for the courses *Key Words*, *War and Society in the Early Roman Empire* and *The Rise of Christianity and Great Britain 1750-1950* have many useful titles. Among them are commentaries on the *French Revolution*, the *Industrial Revolution*, the *Hundred Years War*, the *Origins of the Second World War*, *Roman Law and Christist Studies*.

EP
EP have three historical series: *Historical Rebels*, *Primary Industry and Stimulus to Explore*. The rebels are Hereford the Wake, Jewell and David (verely Edward and Henry IV) and Bonnie Prince Charlie. *Primary Industry* also has three titles dealing with the agricultural labourer, the coal miner and fishing.

SUSSEX TAPES
History is divided into eight categories which contain 100 titles. It concentrates almost entirely on English and European history from medieval times until the present day, with several tapes relating to America.

STUDYTAPES
One history title: *British History 1660-1815*, a two-hour tape accompanied by a 96-page booklet, which is described as having particular relevance to examination questions, giving the student "a useful revision aid".

TIMES CASSETTES
Times Cassettes offer a dramatized account of the Spanish Armada. The tape runs for one hour and stars Francesca Annis.

INFANTS AND JUNIORS
Infants and Juniors are well provided with cassette material. Storytelling predominates. There is also verse, reading and language development schemes, a little music and even some science.

E. J. ARNOLD
E. J. Arnold has produced two series, *Listening to Sounds* and *Racing to Read*, for early phonic and reading work. There is also a range of Sheila K. McCullagh's *Griffin and Dragon* pirate recordings, which can accompany the books and other materials.

DOCS
Cassettes are often marketed under subsidiary company names such as Argo, BASF and so on. The range is mainly classical children's stories such as *Alice in Wonderland*, *Through the Looking Glass*, *Just So Stories*, *Wind in the Willows* and *Winnie the Pooh*. They are read by stars, including Jane Asher, Peter Ustinov, Judi Dench and Michael Hordern. One modern story is *Do You Want the Pescators*, E.S.L. Bairstow.

A series of story cassettes based on the *Pitmans Real and Pretend* books is designed for four to eight-year-olds. There are two stories on each cassette and they include *Gulliver's Travels*, *The Water Babies* and modern stories.

HODDER AND STOUGHTON
Boswell Taylor's *We Can Read* books are now supplemented by two cassette and tape series on each.

HOLMES MORTIMER
The *TINA* story book combines a cassette with an illustrated book and children can follow the written stories while listening. The stories are *Jack and the Beanstalk*, and

EUROPEAN SEMINAR CASSETTES
This firm has a wide range of materials for teaching modern European languages to all levels from primary to adult. Some courses are primary to adult. Some courses are for adults. There is also background information on the countries' history and geography.

HART-DAVIS
Compiled by Alan Walkman English teachers' books, working books, teachers' manuals, language laboratory tapes, dialogue tapes and song records. It is designed for secondary students.

HARRAP
There is taped material for all the languages provided by Harrap: Portuguese, Hebrew, Dutch, Chinese, modern European languages and English as a foreign language. Courses are geared to O, A level and CSE examinations, although several are suitable for further education.

LONGMAN
Actualités Francais is a two-year course for people with O level who are going on to A or S level. *Zielpunkt Deutsch* is described as a complete German course for advanced students (two years to A level) and *Advanced Multiple Choice Tests in French* is a cassette/questioning supplement for A level.

LANGUAPHONE
Probably the best known commercial organization provides courses which the seminar generally have three parts: narrative descriptions and conversational sketches on tape and illustrated textbook, vocabulary and explanatory notes. Apart from English and modern European languages, Linguaphone also offers 27 language courses. They say that the courses are used in many schools.

LONGMAN
Longman provide materials for English as a second language and for modern European languages. As is often the case with other firms, much of the audio material is accompanied by non-projected visual aids such as photographs, charts and text. Recorded readers form most of the tapes although there are also whole courses, such as the English-German Interpreter's Course.

PENGUIN
Access with English is the Penguin course for foreign students, which requires no previous knowledge of the language. It is structured in three stages containing coursebooks, workbooks, recorded tapes and language laboratory tapes and cassettes.

OXFORD UNIVERSITY PRESS
Courses for French, German and Italian through cassettes and books include *Heritage*, *Lo's Speak French*, *Passport* to Italian and *Lo's Speak German*. All levels from beginners to O and A levels are covered. Several English as a foreign language courses feature tapes. Among these are *Oxford Progressive English*, *Alternative Course*, *Genius On*, *Turning Point* and *Open Road*.

PROGRESSIVE
A range of tapes for French by Gerald and Monique Griffin: French, which includes grammar, reading passages, comprehension and a sample A level exam, and *French for Progressives*, suitable for O level, CSE and CE exams, and lastly *French Dictations*, made up of tapes from examination boards. The two German tapes deal with pronunciation, punctuation, dictation, comprehension, prose and conversation. It is designed for level or CSE.

SUSSEX TAPES
Sussex Tapes produce tapes on French and German language and literature which they say "are prepared to complement the content of the novel, poetry, *Baudelaire*, *Verlaire*, *Racine*, *Moliere*, and *Voltaire*. The language recordings are French conversations for up to A level standard. German literature tapes discuss Thomas Mann, German drama and postwar German literature while the language recordings are again of conversations.

A wide range of recordings in modern European languages with tapes, albums and folders are intended for language laboratory or classroom work while others are considered more suitable for adult education. Formats include audio drills, maps tapes have accompanying textbooks.

EDUCATIONAL PRODUCTIONS LTD
Under the heading *Making Best Use of Cassettes* explore

aspects of modern music. They are: *Creating Rock*, *Playing the Blues*, *How to Write a Pop Song and Turning it on to Progressive*. Each unit has teachers' notes and work cards.

CLARENDON UNIVERSITY PRESS
The Resources of Music series comprises books on pre-war and jazz. The pop music cassette illustrates pieces referred to in the book, while the tape which accompanies *Grubham Collier's Jazz: Rhythm Section* book provides backing tracks for the practical exercises in the text.

KIDDY CASSETTES
Dramatized lives of composers are available with selections from their works. Mozart, Beethoven, Chopin and Bach are the subjects of these tapes.

OPEN UNIVERSITY
The Open University produces many tapes for its *The Development of Instruments and their Music* course. These include tapes on the French organ, the harpsichord, the string quintet. Haydn's symphonic development, twentieth-century music and an examination of music and society today.

SUSSEX TAPES
Sussex have tapes for British and American economics and for British Politics. Among these are *Public Finance*, *The Common Market*, *The British Economy*, *Monopoly and Competition*, *Keynes and Macroeconomic Thought*, *The American Economy and Reform of Parliament*.

LONGMAN
Longman have a medical tape and booklet programme: *Management of Cardiac Arrest*, by John S. M. Zorab, which is described as being for "individual learning".

OPEN UNIVERSITY
Mathematics and computing are covered in detail and depth by Open University materials. Among the course headings, each comprising around ten topics, are *Linear Mathematics*, *Topics in Pure Mathematics*, *Elementary Mathematics for Science and Technology*, *Computers and Computing and Statistics*, and *Interdisciplinary Approach*.

SEMINAR CASSETTES
The series also includes titles on pollution, energy sources and oil. Other Seminar titles include talks on the earth's resources, population, technology, psychology and spiritual topics such as Zen, Sufi, and meditation. Among the speakers are Dr Hayashi, Gerald Durrill and Dr Idries Shah.

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218 Sussex Gardens, London W2 3UD
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WRITE FOR ILLUSTRATED CATALOGUE

Taking the plunge into video

ADRIAN HOPE offers advice on the best buys for schools

The headmaster of my local primary school is currently being pressed by some sections of the Parent Teachers Association to use funds they have enthusiastically collected over recent years to buy video equipment for school use.

The head argues that it would be better to wait. Very reasonably, he points to the fall over recent years in colour television set prices and concludes that video equipment must, by the same token, also get cheaper.

With equally good reasoning, he also points to the high cost of feeding the machines, to build up a library of tapes. It also seems assumed by all parties that when the plunge into video is taken, it will be false economy to buy monochrome, rather than equipment capable of receiving colour.

It is symptomatic of the current state of confusion in the video field that much of this commonsense reasoning is unsound. It flies in the face of the facts, but the facts are hard to establish. Although some equipment is indeed cheaper now than a few years ago, this is largely due to heavy discounts on some products from the East. The state of sterling and the likelihood of import limiting restrictions or agreements put the writing on the wall for such bargains.

Other equipment has risen steadily in price over recent years. When the Philips VCR was first introduced on to the educational and domestic market five years ago, it cost £315, exclusive of VAT. At the time of the domestic launch in 1974, the price was £389 exclusive of VAT. The cheapest current VCR costs £576 without VAT. The cost of videocassettes for the machine has also risen.

A VC-60, the cheapest way of achieving an hour's playing time, currently costs £18.70 exclusive of VAT. The price of BASF cassettes for Sony U-matic machines is due to rise to a similar level. Certainly this makes the current cost of feeding a machine high; but economies can be made.

Tape is a reusable medium, in that a recording is automatically erased when another is made on the same tape. By careful logging of the useful material recorded on a tape, it is possible to jigsaw in a fresh material, simply by starting and stopping the machine at points noted on the tape counter indicator.

Moreover, it is a false assumption that every recording made needs to be kept. One of the main advantages of a video recorder is that it can be used to copy from television schedules; and enable a morning programme to be watched in the afternoon or the next day. But once the programme has been viewed, there is usually no need to keep it. The tape is simply reused at no extra cost.

The assumption that it is spoiling the ship for a ha'porth of tar to buy monochrome rather than colour equipment is both questionable and dangerous. Colour cameras cost around 10 times the price of black and white cameras. Few schools will, therefore, be able to use video-film in colour, even if they have a colour-capable recorder.

Likewise, many closed circuit education programmes are transmitted in monochrome only. Also, although the programmes school receives off air or piped in from ILEA) may well be in colour, very few schools view on colour sets.

Ironically, however, it may sometimes be cheaper to buy a monochrome video-cassette machine than a colour-capable one. This is because the modern range of videocassette machines, which are intended for the industrial, educational and domestic markets, have all been designed from the outset to be colour-capable.

This leads to the major question

to be answered by anyone about to purchase video equipment. Should standardization be on reel-to-reel (open reel) videotape machines, or on cassette or cartridge equipment? And on which particular system?

Reel-to-reel VTRs use relatively cheap open reels of videotape and are often available in portable, battery powered versions at a reasonable price. But they are a little inconvenient to use, because the tape must be threaded by hand, and it is all too easy to damage the video heads by clumsy threading.

Videocassette or cartridge machines are somewhat more convenient to use because they thread the tape automatically. But tape in cassettes is generally more expensive than the open reel equivalent in playing time, and cassette and cartridge machines are normally only mains-operated, because their automatic threading mechanism is complex and bulky.

There are currently two mutually incompatible open reel or VTR formats most likely to be encountered by schools and three mutually incompatible cassette and cartridge formats. In some cases, for instance, if a school wants to exchange taped material with another which is already equipped, there will be no choice but to adopt a format compatible with that used by the other school involved in the exchange. Also, the local education authority may have firm views on format and machine types.

If free from these constraints, however, the school should make its choice of system bearing in mind a point that is often overlooked. Once a school or authority has made the decision to back a given format standard, provided it is adopted by machines of that same standard, it matters not one jot what standards the rest of the world adopt (provided, of course, that there is to be no exchange of video material outside the local situation).

Before deciding on a format, the school should seek professional advice, ideally from a local video specialist dealer who has a wide range of different standard equipment available for sale and who runs his own service department on the premises. Such a dealer will know the pros and cons of the equipment and which brands are reliable and which keep the service department busy with problems.

A competent dealer can also advise on the compatibility of various recorders and cameras, with the TV sets owned by a school. In the London area, most secondary schools will have at least one set with a special input for video ("video in"), and it will generally cost less to buy a set which can be used with a recorder. The alternative approach, plugging the output of a recorder into the aerial socket of a TV set via an RF (radio frequency) modulator, is fraught with pitfalls for anyone acting without skilled advice. This

is because many school sets are designed to receive piped VHF signals, rather than off-air UHF signals from an aerial.

By now it should be self-evident that every school is likely to be different. There are, however, some general points of basic guidance that can be given to help a school put sensible questions to a dealer. If, for instance, the school intends leading the children have hands-on experience using cameras for video filming around the school premises and out in the field, then a small open reel VTR which will operate both on the mains or its own rechargeable batteries, must be the answer.

Unless there are very special reasons for using colour, the recorder and camera should be of the only VTRs that suit this category are made by a large number of firms, including Akai (standardized on a quarter inch tape), Sony and National (half inch tape). Prices are usually under £1,000.

Colour versions of these kits are available, often almost as compact and portable, but costing considerably more. Colour-capable tape also tends to be more expensive. Colour-capable videocassette machines are made by Sony and JVC (standardized on the U-matic format) and Philips. There are also Loewe-Opta (standardized on the VCR format). Both these formats are mutually incompatible, in that a tape made on one type of machine may not be played back on another, and vice versa.

Likewise, the cartridge format, adopted by National and Hitachi in Japan, is incompatible with U-matic and VCR formats. However, the cartridge system has the very important feature that it is compatible with many reel-to-reel machines. For instance, a National portable black-and-white VTR camera kit (eg the 3085E at £379 exclusive) can be loaded into an empty cartridge and replayed on a mains-operated colour cartridge player. This is, thus, one way that a school can combine the advantages of reel-to-reel portability with those of cartridge convenience.

Several new cassette systems are in the pipeline, for instance from National, Sanyo, Sony and BASF. On these, the Sony Betamax which is already available in the United States, is likely to be the first on the British market. Although any new systems launched in the United Kingdom are likely to offer some improvements and advantages over existing systems, it is unlikely that any of the latter will quickly become obsolete.

Moreover, although it may in some cases benefit schools to wait a little longer before making a video purchase, it should be borne in mind that the useful working life of domestic video equipment is not so long as to make every decision of once-and-for-all-time importance. In other words, equipment bought now and used hard may well be ready for replacement by the time something immeasurably better is available.

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Educational Flower Blooms in Battersea . . .

By Peter Dallmeyer

Battersea never was particularly romantic. Except perhaps in the halcyon days before London's urban sprawl enlaced the countryside, with the greatest will in the world, it is difficult to dissociate the name of Battersea from images of pleasure gardens, a forbidding power station, and rows of bleak Victorian terraced houses. Today, though, the foreground is a silent wasteland, they've painted the chimneys of the power station, and the Victorian dwellings have been razed to the ground to make way for monstrous concrete blocks of flats.

Distros and Restaurants

In this unlikely place, several restaurants have emerged. One is the Good Food Guide, and the number of candlelit bistros appears to be growing. But Battersea holds something of interest for the teacher as well as the gourmet. In fact, something of interest for anyone involved in direct teaching whether at primary or university level. Colour slides. Hundreds of them. Even thousands of them—over 40,000 to be exact. They're all at the Slide Centre, a mildly imposing building in Battersea's quiet Chatham Road. The white flagpoled frontage of The Slide Centre resembles something between an electronics warehouse and an evangelical church, and among the singularly drab houses that surround it, the building, with its attendant black and yellow delivery vans looks almost incongruous.

Perhaps it is. Chatham Road, Battersea, is not the sort of place you would expect to find the home of England's largest selection of educational visuals.

An Aladdin's Cave

For those in search of colour slides or filmstrips, or who want to use overhead projectors, motion picture projectors and loop projectors all have their place in the modern school, but perhaps the most useful all-rounder is the colourslide. It is cheap, it is effective, and in acceptance is universal. Colourslides have become such an accepted part of everyday life, that it is perhaps easy to forget the enormous advantages of this medium. Gone are the days when an enterprising teacher would be obliged to carry a heavy wooden box of glass-mounted slides nearly three inches square, together with an enormous card-mounted slide has become one of the most convenient ways of keeping visual material, and the visuals for an entire lesson or lecture can be contained in a small wallet. Furthermore, provided that



Modern trends in educational technology—pupils using the resources of the Slide Centre.



The Slidefolio

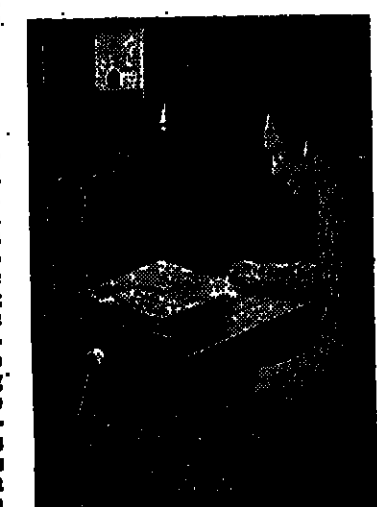
The Slide Centre is perhaps best known for its slidefolios. These convenient little black and yellow folios of slides are familiar to hundreds of teachers, both in the UK and in over 50 other countries. The folio is a specially designed PVC wallet which can contain up to 24 colour slides, individually numbered and indexed. The wallet enables the slides to be viewed instantly, and also protects them from dust and scratches that would otherwise shorten their useful lives. The folios are designed in such a way that they can be added to an existing suspended filing system, and each folio includes detailed notes for teacher or student, written by experienced authors and specialists. Folios are indexed with the Dewey Decimal classification system, so that they can be easily integrated into an existing library or audio-visual resource centre.

Few would challenge the effectiveness of visual stimuli in teaching, and today the average teacher has more resources than ever before. Overhead projectors, motion picture projectors and loop projectors all have their place in the modern school, but perhaps the most useful all-rounder is the colourslide. It is cheap, it is effective, and in acceptance is universal. Colourslides have become such an accepted part of everyday life, that it is perhaps easy to forget the enormous advantages of this medium. Gone are the days when an enterprising teacher would be obliged to carry a heavy wooden box of glass-mounted slides nearly three inches square, together with an enormous card-mounted slide has become one of the most convenient ways of keeping visual material, and the visuals for an entire lesson or lecture can be contained in a small wallet. Furthermore, provided that

reasonable care is taken to protect the emulsion, the colourslide is virtually permanent. Even older slides whose mounts have become faded or damaged can be remounted easily for a very few pence.

Versatile

One obvious but sometimes forgotten advantage of the slide format is that the teacher is not obliged to display visuals in a predetermined sequence. Depending on his audience, slides can be added or removed from the sequence in a matter of seconds. And, of course, the teacher himself can decide how long a particular slide should remain on the screen.



To ensure top quality of the end product, most processes are carried out on the premises—here a technician operates one of the rostrum cameras.

Like film-strips, slides can be loaded into self-study machines which often include a sound unit, and the latest slide storage systems, some of which are marketed by The Slide Centre—enable the user to locate individual slides without difficulty. Cameras have become so easy to operate that the teacher can supplement commercial ones with ones of his own, and with the advent of the automatic slide projector, a slide sequence can be as slick and untroubled as a motion picture film. Times have changed since a teacher using slides had to fumble about in semi-darkness, anxiously pushing and pulling a clanking metal slide carrier. The automatic slide projector is an essential item for effective teaching, and few modern schools are without them. The slides—often as many as eighty—can be loaded in advance, and with the aid of a remote control device, the teacher can move about the classroom or even stand by the screen while still in control of the projector.

From Kitchen Knives to Elizabethan Ladies' Clothing

The Slide Centre is an independent company, specialising in the production of slides and filmstrips for education. It has a staff of 25, which to the uninitiated might seem rather a lot of people when the end product consists of a bit of celluloid stuck in a cardboard square. Of course, it's rather more than that, as a glance at the latest Slide Centre catalogue will reveal.

The Slide Centre's full colour catalogue is something of an education in itself, with slides ranging from dinosaurs to saxophones, and from kitchen knives to Elizabethan ladies' clothing. What is more, it is colour-coded, with a detailed six-page index at the back to facilitate hunting among the hundreds of slides listed. The geography section, for example, covers 10 packed pages of invaluable visual material, including nearly 100 maps of the world, geographical and historical maps of the British Isles, together with slidefolios on meteorology and a large selection on environmental studies. Of special interest in history teaching are the English Life series which through attractive colour illustrations, explore court and town life from the Romans to the Victorians. These, like many other Slide Centre productions, are also available with a recorded commentary on tape or cassette.

The creative arts section covers architecture, art, design, craft, music and drama, and includes valuable folios on sculpture and ceramics. The catalogue is constantly being expanded to cover new subjects and this year has seen the inclusion of folios on health, pilately, photography, the Industrial and Agrarian Revolutions, New Zealand studies and traffic problems. There are new series in physics, music, natural history, geography, language and transport, as well as special material for remedial and junior education.

The Slide Centre catalogue is particularly useful as it lists not only their own productions, but also those of leading publishers that are distributed by The Slide Centre. Among these are productions from Woodmansterne, Ladybird Books, Focal Point and Longmans. Recently, The Slide Centre have taken over distribution of the well-known educational material from Walt Disney Inc.

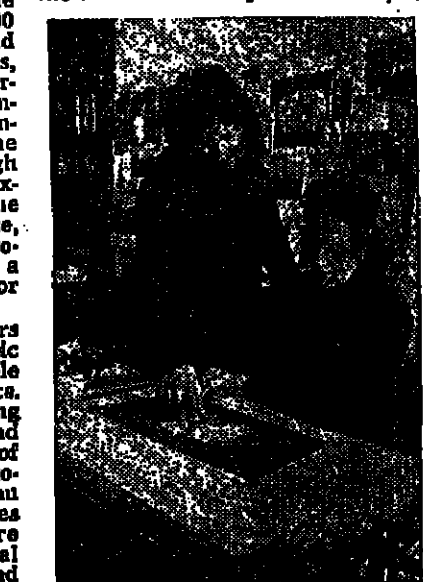
It's a self-contained company, being able to produce slidefolios with the utmost efficiency. So much so, in fact, that their excellent production facilities are frequently used by other audiovisual companies. Perhaps the most significant fact is that in these troubled times of inflation and price rises of raw materials, Slide Centre prices have risen by an average of only 8 per cent during the last year, and in many cases have remained unchanged.

The young and dynamic managerial staff of the Slide Centre are a keen and energetic lot. They have drive and determination, and are very aware of their service to education. They frequently attend exhibitions both in the U.K. and overseas, and worldwide interest in The Slide Centre is growing. Those little black and yellow slidefolios are, as they say, going places, and there is no doubt that we shall be seeing and hearing much more from The Slide Centre before very long.

Expert Artists and Researchers

But The Slide Centre catalogue is not just an enormous collection of pictures. Every slidefolio is carefully prepared by professional artists and researchers, and many of them are produced by acknowledged experts in their own particular fields. Some of the latest music folios, for example, which cover the making and playing of early musical instruments, were examined and produced under the supervision of Dr Carl Dolmetsch, a name known throughout the world in the field of early music. The Slide Centre staff includes artists, technicians and photographers, together with an editorial staff and printers, and Slide Centre photographers have been to many far-flung regions of the world to obtain material for slidefolios.

It's a self-contained company, being able to produce slidefolios with the utmost efficiency. So much so, in

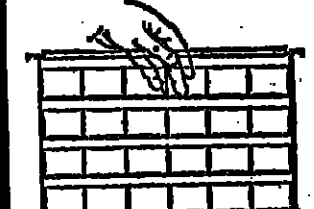


Regular consultation between artist and author is an important part of Slide Centre policy.

fact, that their excellent production facilities are frequently used by other audiovisual companies. Perhaps the most significant fact is that in these troubled times of inflation and price rises of raw materials, Slide Centre prices have risen by an average of only 8 per cent during the last year, and in many cases have remained unchanged.

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ADVERTISEMENT IV

Disney Sound Filmstrips Arrive in the UK

For the average U.K. resident the work of Walt Disney in the field of education probably conjures up full length movie features such as "White Wilderness" or "The Living Desert". However, our American Cousins have long enjoyed and acclaimed a wide range of excellent teaching aids in tape/filmstrip form and a selection of these will soon be distributed in the U.K. by the Slide Centre.

Adapted from motion pictures or commissioning especially, the Disney titles are invaluable pedagogic aids which make learning eminently enjoyable at all levels of education. Adaptations from films include "The Restless Sea" a comprehensive review of the science of Oceanography, and titles on the lives of Beethoven, Tchaikovsky and Strauss which should prove of great worth in any music course. In addition the well-loved and trusted Disney characters make their contribution to the world of education—one can take a trip through Mathmagicaland with Donald Duck on an adventure which teaches

much of the history and use of mathematics; Jimmy Cricket becomes a monitor in matters of Safety First; Alice teaches the rudiments of good communication and other popular characters the principles of good health. Also available will be the well-known literary and fantasy

classics such as "20,000 Leagues Under the Sea", "Peter Pan", "The Jungle Book", "Lady and the Tramp" and "Kidnapped". A full-colour Disney catalogue is to be published soon and will be available from The Slide Centre, 143 Chatham Road, London, SW11 6SR.



From Donald in Mathmagicaland—one of the new Disney Sound Filmstrips.

Ladybird Film Strips

Most teachers must be familiar with the range of excellent Ladybird books. Perhaps not quite so well known is the complementary range of full colour filmstrips and slide sets produced from the same original artwork as the books.

Each filmstrip is 24 frames in length, in single frame vertical format and is sold together with the Ladybird book of the same title, which provides ideal teaching notes. For those who prefer them, slide sets are available, again single frame format, but in standard 2 1/2 inch square cardboard mounts, which make them suitable for use in virtually any standard slide projector.

For budget-conscious teachers these items are a real asset. At only £1.55 for a filmstrip and book or £2.55 for the slide version (VAT is 8% extra in the UK) these must be some of the lowest priced visual aids available today.

A selection of the titles available is given below—full details are contained in the Slide Centre Educational Catalogue available free on request.

- | | | |
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| B127 The Motor Car | B340 Egypt | B268 General Interest |
| B128 The Rocket | B352 Henry VIII | B332 Pirates |
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| B279 The Ocean Liner | B 89 Food through the Ages | B189 Our Customs |
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| B309 The Telephone | B 64 The Nurse | B 87 Public Services |
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| B119 Light | B 67 The Builder | |
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| B338 Woodwork | B293 The Life-Boat Men | B 79 Sleeping Beauty |
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| | B323 The Customs Officer | B 81 Three Little Pigs |
| B131 Flight | B335 On the Railways | B 82 Dick Whittington |
| B134 Great Inventions | | B 83 The Gingerbread Boy |
| B137 Railways | B 93 British Wild Flowers | B 84 The Little Red Hen |
| B144 Ships | B 95 British Wild Animals | B 85 The Princess and The Pea |
| B195 Story of the Motor Car | B 96 Winter | B 86 Sun in Boots |
| B136 Houses and Rooms | B 98 Summer | B218 Rumpelstiltskin |
| B137 Clothes and Costumes | B 99 Autumn | B219 Beauty and the Beast |
| B138 Churches and Cathedrals | B140 Spring | B220 Sly Fox and Red Hen |
| B139 Exploring Space | B101 Weather | B221 Rapunzel |
| B140 Underwater Exploration | B102 Trees | B222 Three Billy-Goats Gruff |
| B141 Oil | B103 Seashore Life | B249 Wolf and the 7 Little Kids |
| B215 Lighthouses | B104 The History of Animals | B250 Snow-White and Rose-Red |
| B226 Radio | B105 Butterflies and Moths | B253 Chicken Licken |
| B232 Newspapers | B106 Rocks and Minerals | B253 Snow-White and the 7 Dwarfs |
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| B287 Furniture | B108 Your Body | B259 Goldilocks and the 3 Bears |
| B298 Arms and Armour | B109 Garden Birds | B295 Magic Porridge Pot |
| B298 Metals | B110 Sea and Estuary Birds | B311 The Big Pancake |
| B313 Plastics | B111 Heath and Woodland Birds | B271 Little Red Riding Hood |
| B318 Nuclear Power | B112 Pond and River Birds | B343 Old Woman and the Pig |
| B332 Medicine | B259 Birds of Prey | B356 The Princess and the Frog |
| B336 Calendars and Clocks | B122 Plants, How they Grow | |
| B353 Science (1) | B123 Animals, How they Live | B191 Nursery Rhymes and Stories |
| B354 Science (2) | B124 Birds, How they Live | B192 Nursery Rhymes (1) |
| | B244 The Honey-Bee | B192 Nursery Rhymes (2) |
| B159 Africa: The Great | B320 Insects, Small Animals | B193 Nursery Rhymes (3) |
| B160 William the Conqueror | B320 Historic Animals | B211 Rhyming Stories |
| B161 Sir Walter Raleigh | B226 African Mammals | B212 Five Little Kittens |
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| B163 Queen Elizabeth the First | B228 S. American Mammals | B 57 Bible Stories |
| B164 Captain Cook | B290 Asian Mammals | B 58 Jesus the Helper |
| B165 Florence Nightingale | B312 South American Mammals | B 59 Jesus the Friend |
| B166 Julius Caesar | B312 Sea and Air Mammals | B 60 Jesus the Teacher |
| B167 Charles II | B354 Wild Life in Britain | B 60 Children of the Bible |
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| | | B304 History of our Bible |
| | | B317 Outside a Church |

How to order—please quote reference number and title, and state whether you require filmstrip and book for £1.55, or slides and book for £2.55 (plus VAT at 8% in UK and postage).

Atomic Energy for Schools

Exciting additions are to be made shortly to the vast range of educational materials available from The Slide Centre: 17 new tape/slide programmes from AERE Harwell authoritatively cover the fields of Digital Computing and Nuclear Physics.

The two series, creatively compiled and extremely informative, were produced originally for in-service training at Harwell but should be of great value to a wider audience studying these subjects at A level and beyond. The scripts/commentaries have been thoughtfully devised to enhance the visual information and the treatment of both subjects imaginatively takes the student step by step through the complexities involved and happily avoids the dry treatment so often associated with these topics areas. The series on Digital Computer Fundamentals is in 5 parts, and that on Nuclear Physics in 12. Each set consists of 36 slides, cassette tape



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Towards quality and flexibility

CHRISTOPHER GRIFFIN-BEALE on video editing

Editing videotape has never been easy. It was once conventional wisdom that one could only edit sequences, and could not attempt the shot-by-shot editing that the flexibility of film permits. Over the years however technology has advanced sufficiently to allow broadcast quality videorecorders to approach that flexibility.

Just as the basic technology of videotape was gradually modified so that educational and other non-broadcasting users could both afford and operate videorecorders, so gradually the technology of video editing will gradually percolate downwards. Indeed, some of the most flexible editing facilities are now becoming available—at a price—for use with U-matic videocassettes.

It is therefore a good moment to recap on the basic principles of video editing, and to take stock of what is now technically possible. Absolute beginners might look first at Adrian Hope's lucid explanation in the TES Extra on film and video in education (January 7).

This survey will ignore the broadcast standard machines that record on 2 inch tape, and concentrate on the systems more commonly found in education, like 1 inch tape and particularly, 1/2 inch tape and videocassettes. It will look at the problems that video editing pose and some of the solutions.

All the systems under review share one common feature, that, unlike sound tapes, they cannot be edited by cutting and splicing.

There are two ways of editing videotape. The most common is to rerecord or dub the desired shots or takes from an original tape onto a new tape in the desired order. The only alternative is to edit "in camera": to record sequences directly onto the tape in the desired order, recording sequence 1, checking it, then recording sequence 2. If there is an error, one must rerecord, erase the take and record a retake before proceeding to the next sequence.

This method offers two advantages: it only requires one videorecorder, and it produces an edited master tape of first generation quality. The re-recording method results in an edited master that is a second generation copy. Every transfer from tape to tape inevitably degrades the technical quality of the image by introducing "noise" and, sometimes, instability in the picture.

This matters particularly if there are blemishes in the original picture, and it matters even more if one wants to make further copies from the edited master tape.

Editing in camera is only possible with a precise script and a pre-arranged order for the material. More often one will want to shoot out of sequence, or to shoot unscripted material that will require selection later, so it is much more common to edit afterwards by dubbing.

Whether recording from another tape or from a camera, the master recorder will normally take a moment to settle down. An electronic editing device will avoid this lag and achieve a clean edit. Most ranges of videorecorders include a sophisticated bit brother, an editing machine compatible with the other simpler computers in the range. A press of a button then synchronises the machine from playback to record smoothly and instantly.

Electronic editing machines usually work in one of two ways. Editing one sequence (or shot) on to the end of another is called "assembly" editing. At the end of the second sequence, one stops, lines up the next sequence (whether from another recorder, or from a camera) and repeats the same editing procedure.

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When editing from one tape to another, an edit point has to be found at the end of the previous sequence on the master, on the right-hand machine, and the beginning of the next sequence to be transferred has then to be identified on the left-hand machine. Most videorecorders—not just the editing models—provide a still-frame facility, and many permit slow motion, which helps to identify the edit points precisely.

Because the machines need a run-up of several seconds to achieve stability, the tapes on both machines have to be wound back, before they are run and the edit is made. The problem is to wind each tape back precisely the same distance and the same number of frames, so that when the machines are started simultaneously, the edit points on the two machines will coincide and the operator will then press the edit button.

With open-reel tapes there is one simple solution, provided the two machines have the same kinds of deck. When each tape is still-framed at its edit point, the editor makes a chinagraph mark on them at some standard point, and winds them back until the mark is level with another standard point, the left-hand tape guide.

Although this should achieve synchronization, drawbacks remain. The operator must himself depress the start buttons on both machines simultaneously, and each time the edit button when he spots the appropriate point. If he makes any mistake, he must go back and repeat the whole procedure.

Videocassettes do not allow this expedient because the tape cannot be rewound. The Philips Videocassette recorders have a revolution counter, but this is only the roughest guide, since the distance it measures varies with the diameter of the tape at any point.

One solution is a Timecode device (such as the one made by V.E.L. Electronics). During the original recording, it adds a code to the electronic information on the tape that can identify each frame within a 24-hour period. When the tape is replayed, the device reads and displays this code. It can also be superimposed on the picture.

Apart from its advantages in logging recorded material, this has specific advantages in editing. A timecode device will be needed for each recorder. Having still-framed the tapes on both machines at the edit point, the editor can count back a precise number of frames on each tape, and, another accessory can trigger the edit control when the timecode reads a pre-arranged time on the tape.

The Sony U-matic Videocassette

continued on next page

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continued from previous page

system offers another method for editing their cassettes. All videotapes have a control track on which are recorded the "electronic sprocket-holes" which mark the end of frames and stabilize the picture when replayed. Along among helical-scan machines, the Sony videocassette editing machine (the VO2850) includes a special head which "reads" these sprocket-holes and can, therefore, count backwards.

This counter can slip, and the final edit is subject to an error of up to five frames—which may be unacceptable if one is seeking a sharp cut, say on a particular word. The system requires two editing machines plus a Sony control panel (RM400CE) which will automatically backspace each machine, start them simultaneously and initiate the edit simultaneously.

VFL, in association with Studio 99, have developed a new editing control system, the ES2, for use initially with Sony U-matic videocassette machines, and timecode devices. This system replaces the Sony control panel, offers the accuracy of a timecode system, and a rehearsal device which allows a preview of an edit before it is done. It will also automatically abort the procedure if it senses a mistake, such as tape slippage.

At roughly £2,500 the basic model is hardly cheap (especially since this includes the cost of the two Sony videocassette editing machines). But this is still much less than the American videocassette editor, the Convergence ECS1 (distributed here by Keeline Productions) which is also designed for use with Sony editing machines. Joystick controls for each machine mean each tape can be viewed forwards or backwards at any speed between fast and stop-frame. Once an edit point has been identified and an electronic mark made on the tape, the edit can be released and the joystick can also be used in very slow-motion back and forth over the edit point.

In this and other features the Convergence editor parallels the flexibility of film editing. It is, perhaps, the most enjoyable equipment for the technically innocent. If it were not for the price, it might offer an excellent tool for experimenters with the sequencing of images and learning about the principles of editing.

Some engineers, however, question the need for the ultimate flexibility of these machines. The Convergence editor needs extensive internal modifications to the Sony machines, and constant running back and forth, acceleration and deceleration, may place considerable strains both on the cassette machines and the tapes themselves.

Such editing systems have been developed primarily in response to demand from professional broadcasters, either for editing news material that would previously have been filmed but is already being recorded with portable equipment on helical scan tape or cassettes or, alternatively, for editing studio material "off-line".

In this method the original tape (on 2 1/2") is copied onto cassettes with visible timecode information. This copy can then be edited as the electronic equivalent of a film cutting-copy. The master tape is then dubbed to match the cassette copy, just as the master negative of a film is cut, with the timecode fulfilling the role of film's edge numbers.

All this may be pie in the sky for most educationists. But it does make one reconsider the old arguments about the distinctions between film and electronic television (or video, as it is now called). As video-editing increases its flexibility, it seems to do so by imperceptibly and paralleling the techniques of film editing.

One can never hold a shot of videotape in one's hands and hold it up to the light; but ultimately, video-editing facilities offer one advantage over film: dissolves, superimpositions and other effects can be more flexibly added than with film.

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Unrealized potential

DAN DOUGLAS on tape recorders

When even pencils are at a premium in the classroom, many teachers would consider the purchasing of audio tape and cassette recorders an act of folly or at best a misuse of resource material. It seems that despite the existence in schools of reel to reel recorders for more than 20 years and latterly cassette recorders, the true potential of these machines is not yet understood let alone realized.

Most schools have tape recorders, but their use appears to be confined either to teachers who can operate them, or to devotees of multi-media. How many advisers on teaching practice have had to listen to their students returning from a few days' observation complaining about a school that "there is a tape recorder but it is kept in a cupboard in the head's study and no one dares ask for the key!"

The truth is that tape recorders are generally used to provide music for physical education and movement classes, to record a radio schools' programme off-air and — very occasionally — to allow children to hear themselves talk in speech lessons. After 20 years, the many facets of this — in my present day standards — relatively inexpensive piece of equipment remain neglected and unexploited.

The tape or cassette recorder represents, both in monetary and academic terms, the finest value in the whole armoury of educational technology. Its use can be clearly divided: it is one of the most effective pieces of "hardware" for producing resource material inexpensively, and it enables children to produce original, creative work in the medium of sound.

As a machine for producing and reproducing resource material its possibilities are almost endless. Until the advent of the tape recorder BBC radio schools programmes had to be listened to at the time of transmission determined by the BBC, in their entirety, and without prior knowledge of its content other than the information contained in the teachers' and pupils' notes.

Today this is no longer the case, or it should not be, if schools are using their tape recorders to the full. They can record the programmes which teachers require and can be used by teachers both when they wish to use them and after they have had an opportunity to listen to the programme first.

After hearing a programme a teacher may decide to use only a section of it, or to use it once in its entirety and then use certain sections again and again. He is no longer at the mercy of the rigid BBC schedules or the only radio set in the school — normally in the hall and being used by someone else. In short, control of the programme is back in the hands of the teacher.

Instead of listening once to a 20-minute radio programme — having to absorb its contents at the same time as the children — the teacher can now spend as little or as long as he wishes over it and become familiar with its content, aims and objectives. This does not require the constant presence in the school of a media resources officer or a technician, but merely one person to switch the machine on and off duty.

In some schools this service is operated by the school secretary, in others by the school librarian, teachers taking it in turn on a weekly rota basis. In a few the head is responsible.

In the mass media and communications department of my own college — Stockwell, in Kent — we provide this service continually for all members of staff, and any tutor can request a recording of any radio schools programme to be placed in the resources centre. The same service exists for any school in the area: a teacher can come along with a blank tape or cassette and we will give them a "dub" of the programme they require while they wait. In this context, the tape or cassette recorder enables schools and colleges to acquire expensively produced resource material at minimal cost.

Today multi-media resource material is being produced by educational publishers, and sound is the medium in which more and more of it is being presented. More than

50 years of sound radio have produced a wealth of archive recordings, ranging from the first Christmas Day message by a monarch, to the voice of the first astronaut to step onto the moon. Through the medium of sound, history comes alive in the classroom. Pupils may still have to read what the younger Pitt considered would be the effects of the introduction of income tax, but they can hear Harold Wilson giving an assurance that devaluation "will not affect the pound in your pocket".

Through tapes and cassettes schools and colleges can now build up valuable sound resource material for group and individual use. Much of it will be professionally produced and marketed, and recorders will be required only to reproduce it, but one of the great benefits of these machines is that they enable teachers to produce their own material cheaply.

During the making of a programme on the "History of Geography Teaching" at Stockwell, we found a 79-year-old lady who had learnt all the names of the major towns and rivers in Britain by rote as a small child and could still recite them perfectly. Her recording is unique.

Many teachers prefer to rehearse stories and songs time and time again, and only when they are satisfied with their presentation record them to present to their class, rather than cope with reading a long story when they are tired at the end of a busy and exhausting day.

The most exciting experiment I have seen in the field was in a reception class at a school in Tunbridge Wells where five-year-olds were operating the cassette recorders themselves while learning to read. The fact that they could operate the machines before they could read is indicative of the medium through which they received their early language and ideas.

If very young children have no inhibitions about handling technical equipment, and already accept sound as a medium for receiving entertainment, then they will readily accept information in and learn through it. Recorders should be used not just as instruments for conveying information. They have an equally powerful role in creative work, and yet this aspect has been seriously neglected in schools, and even more so in colleges.

Milton Shulman claims that "this generation has been weaned on the electronic nipple" and it would be a brave person who tried to prove him wrong. If he is right children should be allowed to express themselves in the new media. Among many teachers, however, there is a suspicion that any work other than the written word lacks academic respectability. Where the brave few have tried to break down the conventional barriers of written essays, some exciting and original creative work has in fact been produced.

Millions of schoolchildren must have written their own laboured account of the Battle of Trafalgar, but only a small handful have ever had the opportunity to produce a "live" outside broadcast of this event as if radio had existed in 1805. Listening recently to a 10-minute radio programme produced by a class of top juniors on this subject, I was impressed with the amount of accurate research which the programme contained; the interesting and lively manner in which it was presented and the obvious enjoyment the children received in producing it. The programme had researched, chosen devices, created sound effects and played all the parts themselves.

By using a simple tape recorder to produce this programme, they had experienced historical research, the resources centre, and the creative writing, acting and technical aspects of the programme revealed more tellingly than volumes of research evidence that children can express themselves more clearly and convincingly in the medium of their time than in the much-demanded written essay.

The programme was further proof that today's children receive most of their culture, language and ideas through the media of radio and television.

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SECONDARY Science continued

SHROPSHIRE
 (London Borough of) ...
 Applications to be submitted to the Head Teacher at the school by 14th September 1977.

WEST SUSSEX
 (London Borough of) ...
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BRADFORD (City of)
 (London Borough of) ...
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BUCKINGHAMSHIRE
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DERBYSHIRE
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NORTH TYNSIDE
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SUFFOLK
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Other Posts on Scale 2 and above
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County of Cleveland

SECONDARY SCHOOLS

Secondary Schools are mixed Comprehensive Schools.

11-18 SCIENCE
SCALE 3—FRENCH
ENGLISH MARTYRS RC SCHOOL (Roll 1,528)
 Catcote Road, Hartlepool, Cleveland
 (Tel: Hartlepool 3780)
 Required for September, 1977, a teacher to be Second in the FRENCH Department. Teaching to CSE, 'O' and 'A' levels available.
 (Applications returnable to the Rev. P. McGuffin, St. Patrick's Presbytery, Oulton Manor Lane, Hartlepool, Cleveland, within 14 days of the appearance of this advertisement.)

The following vacancies exist at—
BRINKBURN SCHOOL (Roll 1,558)
 Blakelock Road, Hartlepool, Cleveland
 (Tel: Hartlepool 72385)
 Required for September, 1977—
 (1) Two SCALE 1 teachers for SCIENCE, preferably one to have a bias towards Biology, one to have a bias towards Physics.
 (2) A SCALE 1 teacher for GEOGRAPHY/ECONOMICS.

In all cases, teaching up to 'A' level may be available to suitably qualified candidates.
SCALE 1—MATHEMATICS
EAGLECLIFFE SCHOOL (Roll 1,341)
 Urley Nook Road, Eaglescliffe, Cleveland TS16 0LA
 (Tel: Eaglescliffe 782485)
 Required for September, 1977, a teacher for MATHEMATICS. Ability to teach to 'A' level available.

11-16 SCHOOLS
DEPUTY HEAD (GROUP 6)
ST. THOMAS' RC SCHOOL (Roll 657)
 Highfield Road, Middlesbrough, Cleveland TS4 2QW
 (Tel: Middlesbrough 245761)
 Applications are invited for the post of DEPUTY HEAD of the above school. Vacancy arises owing to the promotion of the present Deputy Head.
 (Applications returnable to the Rev. C. M. Toner, St. Joseph's Presbytery, Park Road South, Grove Hill, Middlesbrough, Cleveland, within 14 days of the appearance of this advertisement.)

SCALE 1—MODERN LANGUAGES
SECRET HEART RC SCHOOL (Roll 890)
 Derwent Road, Redcar, Cleveland TS10 1BT
 (Tel: Redcar 732211)
 Required for September, 1977, a well-qualified and experienced person to be responsible for the teaching of MODERN LANGUAGES to GCSE 'O' and CSE standard. The languages taught are FRENCH and GERMAN. An ability to teach the school's second language would be an advantage.
 (Forms of application and further details may be obtained from the Rev. D. Cuth, Clerk to the Governors, Secret Heart Presbytery, Lobster Road, Redcar, Cleveland, within 14 days of the appearance of this advertisement.)

SCALE 3—HEAD OF HOUSE
KINGS MANOR SCHOOL (Roll 594)
 Acklam, Middlesbrough, Cleveland TS5 7DY
 (Tel: Middlesbrough 88200)
 Required for September, a teacher to be responsible for a HOUSE.
 (Applications to be returned within 10 days of the appearance of this advertisement.)

SCALE 3—HISTORY
THE GRANGE SCHOOL (Roll 1,226)
 Oxbridge Avenue, Stockton, Cleveland TS16 4LE
 (Tel: Stockton 623111)
 Required for September, 1977, a teacher to be responsible for HISTORY, with involvement in CSE 'O' level and Schools Council Work.

SCALE 2—ASSISTANT YEAR TUTOR
BOYNTON SCHOOL (Roll 1,127)
 Hall Drive, Acklam, Middlesbrough, Cleveland TS5 7JX
 (Tel: Middlesbrough 83776)
 Required for September, 1977, a teacher to be ASSISTANT YEAR TUTOR. Applicants should preferably be experienced teachers of Physics to 'O' level and SCE.

SCALE 2—MATHEMATICS
LANGBAURGH SCHOOL (Roll 1,248)
 Ormesby Road, Middlesbrough, Cleveland TS3 8RD
 (Tel: Middlesbrough 34518)
 Required for September, 1977, an experienced teacher

capable of teaching to CSE and 'O' level. Ability to assist with the continuing development of Computer Studies would be an advantage.

SCALE 2—MODERN LANGUAGES
BASSETON SCHOOL (Roll 913)
 Baydale Road, Thornaby, Cleveland TS17 9DB
 (Tel: Stockton 12821)
 Required for September, 1977, a suitably qualified and experienced teacher for FRENCH to 'O' level and to introduce GERMAN into the school curriculum.

SCALE 1—ENGLISH
BOYTON SCHOOL (Roll 1,127)
 Hall Drive, Acklam, Middlesbrough, Cleveland TS5 7JX
 (Tel: Middlesbrough 83776)
 Required for September, 1977, a teacher for ENGLISH.

SCALE 1—HOME ECONOMICS/NEEDLEWORK
BROOKSIDE SCHOOL (Roll 702)
 Marton Road, Middlesbrough, Cleveland TS4 3RY
 (Tel: Middlesbrough 38800)
 Required for September, 1977, a teacher for HOME ECONOMICS and NEEDLEWORK.

SCALE 1—HOME ECONOMICS
NEWLANDS FCJ SCHOOL (Roll 412)
 Saltersgill Avenue, Middlesbrough, Cleveland TS4 3JW
 (Tel: Middlesbrough 825311)
 Required for September, 1977, a teacher for HOME ECONOMICS.

(Applications returnable to Molter C. Costello at the above address within 14 days of the appearance of this advertisement.)

SCALE 1—MUSIC
BARBLETON SCHOOL (Roll 913)
 Baydale Road, Thornaby, Cleveland TS17 9DB
 (Tel: Stockton 12821)
 Required for September, 1977, a teacher for MUSIC. Candidates should be able to offer a second subject.

SCALE 1—PHYSICS/COMBINED SCIENCE
SALTSCAR SCHOOL (Roll 757)
 Corporation Road, Redcar, Cleveland (Tel: Redcar 4977)
 Required for September, 1977, a teacher for PHYSICS/COMBINED SCIENCE.

SIXTH FORM COLLEGES

The following vacancies exist at—
ACKLAM SIXTH-FORM COLLEGE (Roll 398)
 Acklam, Middlesbrough, Cleveland TS5 7DY
 (Tel: Middlesbrough 84376)
 Required for September, 1977, SCALE 1 teachers for—
 (1) MATHEMATICS, up to 'A' level.
 (2) SOCIOLOGY AND ECONOMICS, both to 'A' level.
 (3) SCIENCE. Ability to teach Physics and/or Biology to 'A' level, is essential.
 For all appointments, readiness to contribute to a General Studies programme is desirable.

HOME ECONOMICS
STOCKTON SIXTH-FORM COLLEGE (Roll 488)
 Blakelock Road West, Stockton, Cleveland TS16 6QD
 (Tel: Stockton 612811)
 Required for September, 1977, a teacher for HOME ECONOMICS, must be prepared to teach to 'A' level.
SCALE 3 post available for suitably qualified and experienced candidate.
 Financial assistance with household removal expenses is available in approved cases.
 Further details and application forms are obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.
 Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement, unless otherwise stated.
 Applications for SCALE 1 posts for September are obtainable from the Head Teachers at the addresses shown above and should be returned to the County Education Office, 100, Victoria Road, Woodlands Road, Middlesbrough, Cleveland TS1 9BN, within 14 days of the appearance of this advertisement, unless otherwise stated.
 Applications by letter only will not be accepted.

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SECONDARY Science continued

NORTH YORKSHIRE
 (County of) **WALSLEY SCHOOL**
 WALSLEY, LEEDS
 (Group 11: 11 to 16 mixed; co-educational)
 Required for September, 1977: 2 TEACHERS OF BIOLOGY, Scale 1. Applicants should state a second subject which they would be prepared to teach for a minority of their time. Work in Biology would be available at all levels for a suitably qualified candidate. Applications should be made by 10th May 1977. The Head Teacher, Mr. J. H. Smith, will be pleased to discuss the details of the post and the school. Applications should be sent to the Head Teacher, Walsley School, Walsley, Leeds LS23 7JH.

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CAMBRIDGESHIRE

PETERBOROUGH AREA

There is a possibility of assistance being given with housing in appropriate cases for posts in the Peterborough Area only.

For the vacancies mentioned below, further details and an application form can be obtained from the Head Teacher of the School (stamped addressed envelope) and should be returned by 10th May, 1977.

Bretton Woods School, Bretton, Peterborough.
PE1 2FQ (11-16 mixed)

Required for September, 1977: 1. Head of English—Scale 3
 2. To join Humanities team and hold specific responsibility for developing and maintaining the English programme throughout the school.
 3. Modern Languages—Scale 1
 To join the Modern Languages team in teaching French throughout the school. It is anticipated that German will be introduced at a future stage of development. A willingness to contribute to other areas of the curriculum would be helpful.

Orion Longueville Mixed Comprehensive School, Oundle Road, Orion Longueville, Peterborough PE2 0EA (Roll 1,200)

Required for September, 1977: 1. Music—Scale 1
 To join with the Head of Department in establishing Music in the school and the community. An ability to contribute to the P.E. programme during our early years would be helpful.

Walton School, Mountstevens Avenue, Peterborough PE4 6HX (11-16 Co-educational Comprehensive)

Headmistress: W. G. Wood, B.Sc. (Econ.) Group 12
 Required for September, 1977: Applications are invited from qualified and experienced teachers:
 1. Head of Careers Department—Scale 3.
 2. Mathematics—Scale 1. To work at all levels.
 3. English—Scale 2/3. To teach French, also able to teach German.
 4. History—Scale 1.

County Girls' School, Cobden Avenue, Peterborough PE1 2NY (Roll 760)

Headmistress: Miss R. E. Roberts, B.A. Group 10
 Required for September, 1977: German with subsidiary French—Scale 1.
 The Modern Languages Department is well equipped and there are established courses at C.S.E. 'O' and 'A' level. German and French. The school has an extensive range of audio-visual equipment. Foreign language assistants are regularly assigned to the school.

Deacon's School, Queen's Gardens, Peterborough PE1 2UW (4-form entry. Roll 525)

Headmaster: M. W. Parkin, M.A. Group 10
 This former boys' grammar school received its first mixed comprehensive intake in 1976. Candidates are looked for who will maintain high standards for all as the school expands. Willingness to assist with Games a recommendation; ability to coach rowing is particularly desired for one of these posts.
 Required for September:
 1. History—Scale 2
 A well-qualified teacher is required as Second in Department, to teach throughout the school up to 'A' level.
 2. Geography—Scale 1
 A well-qualified teacher is required to teach this subject throughout the school up to 'A' level. He/she would be expected also to take a fair amount of Religious Knowledge, at least initially.
 3. French—Scale 1
 To teach this subject mainly in the lower and middle school. 'O' level work available if desired.

Jack Hunt School, Ledbury Road, Peterborough PE3 6PN (Mixed Comprehensive. Roll 1,200)

Headmaster: M. H. Taylor, B.A. Group 12
 Required for September, 1977: French and/or Spanish—Scale 1
 There are well-established courses to C.S.E. and G.C.E. 'O' level in French and Spanish—possibility of 'A' level work in 1977/78.

Orion Longueville Mixed Comprehensive School, Oundle Road, Orion Longueville, Peterborough PE2 0EA (Roll 1,200)

Headmaster: P. Frogley, M.A. Group 11
 Required for September, 1977:
 1. Music—Scale 1
 To teach across the ability range. The school has excellent facilities and there is a strong musical tradition.
 2. German and French—Scale 2
 Graduate to teach across the ability range. German is the second language, and examination work, up to G.C.E. 'A' level, will be available in this subject. A Scale 2 allowance is payable to a teacher able to take charge of German within the Modern Language Department.
 3. History—Scale 2
 To teach across the ability range and to take on second in department duties. The subject is very popular, and is taught at all examination levels.
 4. Physics and Chemistry—Scale 1
 Graduate to teach across the full ability range. The school already has good facilities, new laboratories will be ready for September, and both subjects are taught at all examination levels.
 5. Woodwork and Art—Scale 1
 To teach across the ability range. Woodwork is taught to G.C.E. 'O' level and there would be the opportunity to take part in Combined Craft in the lower forms. A fully equipped workshop is available. The appointment will be made on Scale 1 or above according to experience.

St. John Fisher R.C. School, Park Lane, Peterborough PE1 5JN (Roll 386)

Headmaster: C. T. Brand, M.A. Group 7
 Required for September, 1977: Assistant Teacher to be responsible for: Boys' Physical Education and Games—Scale 1
Stamground Comprehensive School, Peterborough Road, Farset, Peterborough PE7 3BW (11-16 Mixed. Roll 1,230)

Headmaster: C. W. R. Cogan, M.A. Group 11
 Required for September:
 Physics—Scale 1
 To teach to 'O' level. New Science Block, own laboratory. Further details and application forms for the vacancies below are available from the Bureau on receipt of a stamped addressed envelope.
Arthur Melhous Village College, Gilton, Peterborough PE6 7JX. Tel. Peterborough 252235

Warden: G. C. Stone, M.A. (Comprehensive, Co-educational, 1,200 on Roll, 11-16 age range)
 Required for September, 1977:
 1. Metalwork and/or Woodwork—Scale 1
 The subjects are taught to 'O' level and offered as recreational activities in the Sixth Form. There are five well-equipped rooms for technical studies.
 2. Music—Scale 1
 The College is justly proud of its purpose-built music school. The subject is taught to G.C.E. 'A' level. 3. English—Scale 2
 To join a team of eight specialists. The subject is taught to the Advanced level of the G.C.E.
 4. Remedial Education—Scale 1
 The department withdraws children with particular problems for English and Mathematics. A building programme will provide new facilities for remedial teaching by the end of 1978.

Wisbech Grammar School, North Brink, Wisbech, Cambs. PE13 1JX (Roll 430) Tel. Wisbech 3631

Headmaster: Dr. D. S. Anderson, M.Sc., Ph.D. Group 9
 Required for September, 1977: Mathematics—Scale 1
 An experienced Teacher to be second in a large Mathematics Department. Much of the work is in the Sixth Form teaching Pure and Applied Mathematics to 'A' and 'S' levels.
 The School is located in a pleasant country environment. It is a 15-18 upper school in a comprehensive system with 10% of students in the Sixth Form.
 For the vacancies mentioned below, please apply by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Head Teacher of the School. Closing date 10th May, 1977.

Hereward School, Roxingoodfellow Lane, March, Cambs. PE15 8JD (Mixed Comprehensive. Roll 1,090)

Headmaster: A. C. Atkins, B.A. Group 10
 Required for September, 1977:
 1. Light Craft—Scale 1
 This will be to take charge of a new room in which it is envisaged that such work as enamelling, jewellery, silk screen printing, modelling, domestic fittings, etc. Consideration will be given to developing the interests of the teacher appointed.
 2. Boys P.E.—Scale 1
 An interest in Rugby and Cricket would be an asset.
 3. Mathematics—Scale 1
 Ultimately to teach at all levels. An interest in teaching some humanities would be helpful but this can be a full-time Mathematics post.
 4. General Subjects—Scale 1
 To include Geography and R.E. in the subjects offered.
 5. Home Economics—Scale 2
 To concentrate on Cookery. Experienced teacher required who will be able to undertake examination work.

The Queen's School for Boys, Corporation Road, Wisbech, Cambs. PE13 2SE (11-16. Roll 1,039)

Headteacher: Mr. W. A. Shield. Group 10
 Required for September, 1977:
 1. Mathematics—Scale 1
 Assistant Teacher of Mathematics and related subjects.
 2. Geography—Scale 1
 Assistant teacher, with willingness to teach other subjects would be helpful.

The Queen's School for Girls, Queen's Road, Wisbech, Cambs. PE13 2PA (11-16. Roll 924) Tel. Wisbech 5991

Headmistress: Miss L. M. Weller. Group 10
 Required for September, 1977:
 1. Mathematics—Scale 1
 Capable of teaching the whole ability range including examination levels. The syllabus is mainly traditional.
 2. French—Scale 1
 To teach throughout the school including examination work.
 3. Religious Education—Scale 1
 To teach throughout the school including examination work.

Sir Harry Smith Community College, Whittlesey, Peterborough PE7 1XB (Roll 881)

Principal: D. T. Hill, B.A. Group 9
 Required for September, 1977:
 Needlework—Scale 1

SHROPSHIRE EDUCATION COMMITTEE
 (County of) **WALSLEY SCHOOL**
 WALSLEY, LEEDS
 (Group 11: 11 to 16 mixed; co-educational)
 Required for September, 1977: 2 TEACHERS OF BIOLOGY, Scale 1. Applicants should state a second subject which they would be prepared to teach for a minority of their time. Work in Biology would be available at all levels for a suitably qualified candidate. Applications should be made by 10th May 1977. The Head Teacher, Mr. J. H. Smith, will be pleased to discuss the details of the post and the school. Applications should be sent to the Head Teacher, Walsley School, Walsley, Leeds LS23 7JH.

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WILTSHIRE

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WILTSHIRE
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 Required



Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.

Inner London Area Payment (£400 per annum) in addition to the appropriate Borough salary scale.

Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Teachers coming from service with another Authority may, in approved cases, receive assistance with a part of the cost of obligatory expenditure such as change of electric or gas services, fitted carpets or curtains etc subject to purchase of the house within a specified period. This allowance may be paid for a period not exceeding six months. The Authority's scheme of assistance with the cost of travel to school operates for appointments where the teachers 'AT' are shown.

Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

Deputy Headships

BATTISBIA COUNTY SCHOOL
Battisbia, Leamington Spa, Warwickshire, CV32 3JH
Tel: 01-925 6222
A Deputy Headship is required for September 1977, when a new Head will retire. The successful candidate will be responsible for the day-to-day running of the school, which has 1,200 pupils. The post is a full-time position with a salary in the £10,000-12,000 range. The successful candidate will be a qualified teacher with a minimum of 10 years' experience in secondary schools. The successful candidate will be a member of the staff and will be expected to work closely with the Head and the governing body. Applications should be sent to the Headmaster, Battisbia County School, Leamington Spa, Warwickshire, CV32 3JH.

English as a Second

THURSTON HILL SCHOOL
Thurston Hill, London, SW17 2JH
Tel: 01-874 2222
A school occupies modern well-equipped buildings. An experienced teacher (Scale 2) is required for the teaching of English as a second language to pupils in the school. The successful candidate will be a qualified teacher with a minimum of 5 years' experience in the teaching of English as a second language. The successful candidate will be a member of the staff and will be expected to work closely with the Headmaster. Applications should be sent to the Headmaster, Thurston Hill School, Thurston Hill, London, SW17 2JH.

HOME ECONOMICS

Head of Department

AVIATION SCHOOL
Aviation Road, London, SW16 3JZ
Tel: 01-874 2222
A school occupies modern well-equipped buildings. An experienced teacher (Scale 2) is required for the teaching of Home Economics to pupils in the school. The successful candidate will be a qualified teacher with a minimum of 5 years' experience in the teaching of Home Economics. The successful candidate will be a member of the staff and will be expected to work closely with the Headmaster. Applications should be sent to the Headmaster, Aviation School, Aviation Road, London, SW16 3JZ.

ENGLISH

Head of Department

CAIUS COLLEGE SCHOOL
Caius College, London, EC1A 3DF
Tel: 01-479 7222
A school occupies modern well-equipped buildings. An experienced teacher (Scale 2) is required for the teaching of English to pupils in the school. The successful candidate will be a qualified teacher with a minimum of 5 years' experience in the teaching of English. The successful candidate will be a member of the staff and will be expected to work closely with the Headmaster. Applications should be sent to the Headmaster, Caius College School, Caius College, London, EC1A 3DF.

GEOGRAPHY

Head of Department

GARDNER GREEN SCHOOL
Gardner Green, London, SE10 7JH
Tel: 01-479 7222
A school occupies modern well-equipped buildings. An experienced teacher (Scale 2) is required for the teaching of Geography to pupils in the school. The successful candidate will be a qualified teacher with a minimum of 5 years' experience in the teaching of Geography. The successful candidate will be a member of the staff and will be expected to work closely with the Headmaster. Applications should be sent to the Headmaster, Gardner Green School, Gardner Green, London, SE10 7JH.

BUSINESS STUDIES

Head of Department

CANNISTON SCHOOL
Canniston, London, SE10 7JH
Tel: 01-479 7222
A school occupies modern well-equipped buildings. An experienced teacher (Scale 2) is required for the teaching of Business Studies to pupils in the school. The successful candidate will be a qualified teacher with a minimum of 5 years' experience in the teaching of Business Studies. The successful candidate will be a member of the staff and will be expected to work closely with the Headmaster. Applications should be sent to the Headmaster, Canniston School, Canniston, London, SE10 7JH.

ENGLISH

Head of Department

CAIUS COLLEGE SCHOOL
Caius College, London, EC1A 3DF
Tel: 01-479 7222
A school occupies modern well-equipped buildings. An experienced teacher (Scale 2) is required for the teaching of English to pupils in the school. The successful candidate will be a qualified teacher with a minimum of 5 years' experience in the teaching of English. The successful candidate will be a member of the staff and will be expected to work closely with the Headmaster. Applications should be sent to the Headmaster, Caius College School, Caius College, London, EC1A 3DF.

COMMERCE

Head of Department

ST. ALPHONSUS SCHOOL
St. Alphonsus, London, SE10 7JH
Tel: 01-479 7222
A school occupies modern well-equipped buildings. An experienced teacher (Scale 2) is required for the teaching of Commerce to pupils in the school. The successful candidate will be a qualified teacher with a minimum of 5 years' experience in the teaching of Commerce. The successful candidate will be a member of the staff and will be expected to work closely with the Headmaster. Applications should be sent to the Headmaster, St. Alphonsus School, St. Alphonsus, London, SE10 7JH.

ENGLISH

Head of Department

CAIUS COLLEGE SCHOOL
Caius College, London, EC1A 3DF
Tel: 01-479 7222
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ART

Head of Department

ST. ALPHONSUS SCHOOL
St. Alphonsus, London, SE10 7JH
Tel: 01-479 7222
A school occupies modern well-equipped buildings. An experienced teacher (Scale 2) is required for the teaching of Art to pupils in the school. The successful candidate will be a qualified teacher with a minimum of 5 years' experience in the teaching of Art. The successful candidate will be a member of the staff and will be expected to work closely with the Headmaster. Applications should be sent to the Headmaster, St. Alphonsus School, St. Alphonsus, London, SE10 7JH.

ENGLISH

Head of Department

CAIUS COLLEGE SCHOOL
Caius College, London, EC1A 3DF
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CLAPHAM COLLEGE R.C. S.H.

Head of Department

AVIATION SCHOOL
Aviation Road, London, SW16 3JZ
Tel: 01-874 2222
A school occupies modern well-equipped buildings. An experienced teacher (Scale 2) is required for the teaching of Home Economics to pupils in the school. The successful candidate will be a qualified teacher with a minimum of 5 years' experience in the teaching of Home Economics. The successful candidate will be a member of the staff and will be expected to work closely with the Headmaster. Applications should be sent to the Headmaster, Aviation School, Aviation Road, London, SW16 3JZ.

GREENWICH PARK COMPREHENSIVE

Head of Department

AVIATION SCHOOL
Aviation Road, London, SW16 3JZ
Tel: 01-874 2222
A school occupies modern well-equipped buildings. An experienced teacher (Scale 2) is required for the teaching of Home Economics to pupils in the school. The successful candidate will be a qualified teacher with a minimum of 5 years' experience in the teaching of Home Economics. The successful candidate will be a member of the staff and will be expected to work closely with the Headmaster. Applications should be sent to the Headmaster, Aviation School, Aviation Road, London, SW16 3JZ.

Scale 1 Post

GENERAL FOUNDATION SCHOOLS

Head of Department

AVIATION SCHOOL
Aviation Road, London, SW16 3JZ
Tel: 01-874 2222
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Scale 1 Post

GENERAL FOUNDATION SCHOOLS

Head of Department

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SECONDARY Scale 1 Posts continued

STROPSHIRE... Applications are invited from suitably qualified persons for the following posts...

SOMERSET... Applications are invited for the following posts...

STAFFORDSHIRE... Applications are invited for the following posts...

TRAFFORD... Applications are invited for the following posts...

DERBYSHIRE... Applications are invited for the following posts...

DEVON... Applications are invited for the following posts...

GLoucestershire... Applications are invited for the following posts...

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BRISTOL... Applications are invited for the following posts...

Educational Appointments

Unless otherwise stated posts are for September 1977. Application forms obtainable from and returnable to the Education Officer, 80 Huddersfield Road, Barnsley, by the 9th May (s.a.e. please).

BARNSELY COLLEGE OF TECHNOLOGY

Applications are invited for the undermentioned posts from suitably qualified persons: Department of Mining and Electrical Engineering LECTURER I in Mining, Mining Electrical Engineering, Mining Mechanical Engineering (two posts). Good industrial experience and academic qualifications essential; a teaching qualification or teaching experience is desirable.

Department of Business and Management Studies LECTURER II in Secretarial Skills to teach office arts subjects mainly to students attending full-time courses and to accept responsibility as co-ordinator for a group of courses.

Department of Office Studies LECTURER II in Office Studies to teach office arts subjects mainly to students attending C.S.E. Schools/College link, part-time day and evening only courses and to accept responsibility as co-ordinator for a group of courses.

LECTURER I in Office Studies to teach office arts subjects and/or subjects which form part of the Certificate in Office Studies course.

Department of General and Communication Studies LECTURER I in General and Communication Studies to assist with the teaching of these subjects throughout the College.

Education and Resources Division LECTURER II as Audio-Visual Aide and Assistant Safety Officer. The College has Safety Officer (Senior Lecturer) who is a Chartered Mechanical/Production Engineer, consequently, applications are sought from persons with qualifications and experience different from those of the Safety Officer. Candidates will be expected to state what contribution they can make to the College teaching programme and indicate their interest in the use of audio-visual aids and in the promotion of safe working practices.

Application forms and further particulars obtainable from the Principal, College of Technology, Church Street, Barnsley S70 2AN (S.A.E. please) to be returned not later than 14 days from the appearance of this advertisement.

Carlton Infants School Headteacher: Mrs. D. Rawson.

Fleaham Lane, Carlton, Barnsley. Headteacher: Mrs. D. Rawson.

DEPUTY HEAD TEACHER—Group 4 QUALIFIED TEACHER OF THE DEAF (Scale 2) to work in a rapidly expanding peripatetic service. Primary experience would be an advantage. Car allowance payable. Further details obtainable.

Worsbrough High School, Worsbrough Dale, Barnsley. (11-18 Comprehensive), Headteacher: S. Hughes (1,260 pupils).

TEACHER OF CHEMISTRY (Scale 1) TEACHER OF MATHEMATICS (Scale 1) TEACHER OF ENGLISH (Scale 1) (Temporary 1 year) Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Edward Shearman School, Newstead Road, Athersley, Barnsley. (11-18 Comprehensive—EPA—725 on roll). Headteacher: J. Bramley, B.S.O.

TEACHER OF ENGLISH (Scale 1) Courses in English Language and Literature are already well established to both "O" and C.S.E. level and a person is sought who is willing to teach English to all ages and abilities within the School.

Apply by letter to the Headteacher giving full curriculum vitae and two referees. Priory School, Littleworth Lane, Lundwood, Barnsley. (11-18 SPA Comprehensive). Headteacher: J. Lovell. (TEMPORARILY FOR ONE YEAR)

TEACHER OF ART (Scale 1) to join the Creative Arts Department. The department operates on a mixed ability Co-educational year grouping system and prepares pupils for C.S.E. and "O" level examinations. Apply by letter to the Headteacher giving full curriculum vitae and two referees.

TEACHER OF ART (Scale 1) to join the Creative Arts Department. The department operates on a mixed ability Co-educational year grouping system and prepares pupils for C.S.E. and "O" level examinations. Apply by letter to the Headteacher giving full curriculum vitae and two referees.

BARNSELY Metropolitan Borough Essex County Council

Sixth Form and Tertiary Colleges

Special Education

Headships

LIVERPOOL... Applications are invited for the following posts...

Deputy Headships Senior Masters/Mistresses

DERBYSHIRE... Applications are invited for the following posts...

DEVON... Applications are invited for the following posts...

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ilea INNER LONDON EDUCATION AUTHORITY

BREDINGHURST (MALADJUSTED BOARDING) SCHOOL Stuart Road, SE15

Headship

Vacant September 1977. Roll 45 boys aged 9-16. Burnham Group 4(S) (subject to Burnham Review) salary £5,223-£5,835, plus £312 supplement (plus £188 Burnham 1977 award subject to ratification) plus £402 London Allowance, plus £700 residential responsibility allowance, and free enolments of furnished accommodation, personal board and laundry, fuel and light.

Please send self-addressed foolscap envelope for application form and further details to the Education Officer, EO/TS10, County Hall, London, SE1 7PB. Closing date for return of completed application forms May 26.

ilea INNER LONDON EDUCATION AUTHORITY

LANSDOWNE EBN (M), Argyll Close, S.W.8

Headship

Vacant September 1977. Roll 132. Burnham Group 6(S), salary £6,060-£6,672, plus £312 supplement (plus £188 Burnham 1977 award subject to ratification) plus £402 London Allowance.

Please send self-addressed foolscap envelope for application form and further particulars to the Education Officer, EO/TS10, County Hall, London, S.E.1. Closing date for return of completed application forms May 26.

KENT County Council Education Department

SEVENOAKS DIVISION Seal, Oakbank Special School (Group 4(S)) Appointment of HEAD TEACHER

Applications are invited for the post of Head Teacher of this boarding special school for about 40 maladjusted senior boys.

Further details and application form from the Divisional Education Officer, 66 London Road, Sevenoaks, to whom applications should be returned by 6th of May, 1977.

KENT County Council Education Department

CANTERBURY DIVISION ST NICHOLAS SPECIAL SCHOOL for ESN pupils (Group 4(S)) Appointment of HEAD TEACHER

Applications are invited for the post of Head Teacher of this day special school for about 46 mixed pupils aged between 5 and 16 years.

Further details and application form from the Divisional Education Officer, 79 London Road, Canterbury, to whom applications should be returned by May 11, 1977.

KENT County Council Education Department

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Walsall
Metropolitan Borough Education Committee

Walsall College of Technology

Applications are invited for the post of

Principal

of this Group 6 College

The post will become vacant on 1st January, 1978, due to the retirement of the present Principal.

Application forms and further particulars may be obtained from the Director of Education, Civic Centre, Darwall Street, Walsall (Telephone Walsall 21244—Extension 2336), completed forms to be returned by 23rd May, 1977.

Lancashire Education Committee

BLACKPOOL VICE-PRINCIPAL

(Group 8)

Details of this September vacancy available from:

Clerk to the Governors
Blackpool College of Technology and Art
Ashfield Road, Bispham, Blackpool, Lancashire FY2 0HB
Closing date: Wednesday 11 May 1977

Cambridgeshire

Applications are invited for the post of

PRINCIPAL

Huntingdon Technical College

which falls vacant in September, 1977, following the appointment of the present Principal to a larger College. The College, which is based in well-sited, modern buildings and has a good range of non-advanced courses, is in Burnham Group 4 (Salary £9,033).

Full particulars and application forms are obtainable from the Chief Education Officer, Shire Hall, Castle Hill, Cambridge CB3 0AP. Closing date, 16th May, 1977.

Wellingborough Technical College

Principal: E. George; BSc, FIP, DipEd

Vice-Principal

Further details and application forms available from County Education Officer, Further and Higher Education Branch (WTC/VP), Northampton House, Northampton.

Closing date for receipt of applications: Tuesday, May 3, 1977.

Northamptonshire Education Department

Applications are invited for the post of

Principal

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Application forms and further particulars may be obtained from the Director of Education, Civic Centre, Darwall Street, Walsall (Telephone Walsall 21244—Extension 2336), completed forms to be returned by 23rd May, 1977.

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Worcester
King's School

Two TEACHERS are required in the 1977-78 year. One for the 11-13 year age group and one for the 14-16 year age group. The posts are in the Junior School and the Senior School respectively. Applications with curriculum vitae and references should be sent to the Headmaster, King's School, Worcester, by 15th May 1977. Further details may be obtained from the Headmaster.

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Paddington College
25 PADDINGTON GREEN, W2 1NB

Vice-Principal

Applications are invited for appointment, effective from 1 January 1978, as one of the College's three vice-principals. The duties of the post include special responsibilities in relation to the younger and less advantaged students, co-ordination of the Faculty of Business & General Education (comprising departments of Business & Secretarial Studies and of General Education) and a share with the other vice-principals in the day-to-day overall management of the College. Applicants should be well qualified in an academic field which has relevance and should have experience and knowledge of management in FE gained at a level such as head of department.

Under the provisions of the Burnham (FE) Report the College is in group 8 and the salary is £2928 plus London Allowance £402.

Assistance may be given with household removal expenses.

Hertfordshire County Council

ST ALBANS COLLEGE
29 Hatfield Road, St. Albans, Herts. (Tel. 60423)

VICE-PRINCIPAL

Applications are invited for the post of Vice-Principal of this Group 5 college. The vacancy which is from September, 1977, arises from the promotion of the present vice-principal to the principalship of the college.

Further details of the post and application forms are available from the Principal of the college and completed forms should be returned by Monday, 16 May, 1977.

Matthew Boulton Technical College
Sherlock Street, Birmingham B5 7DS

HEAD OF DEPARTMENT OF MECHANICAL ENGINEERING GRADE IV

Applications are invited from suitably qualified and experienced persons for this challenging post in a large diverse Department.

The Department offers a very wide range of Technician and Craft Courses up to Final level in Mechanical Production, Fabrication and Welding Engineering. Salary will be in accordance with the Grades of Salary for Teachers in Further Education, 1975, £8,766-£7,832 plus £312 supplement, currently subject to review.

Application forms and further particulars may be obtained from the Principal to whom completed forms should be returned not later than Thursday, 12th May, 1977.

There is a scheme for assistance with removal expenses.

Sheffield Education
STANNINGTON COLLEGE, SHEFFIELD
Myers Grove Lane, Sheffield S6 5JL

Department of Business and Secretarial Studies

LECTURER GRADE II

Applications are invited for the above appointment to date from 1st September, 1977.

Applicants should be prepared to teach Economics, Computer Studies and Data Processing mainly to ONC and OND students.

Further particulars and application form may be obtained from the Chief Administrative Officer (Ref. JM), on receipt of a stamped, addressed envelope, to whom it should be returned by 11th May 1977.

COLLEGES OF FURTHER EDUCATION continued

BRENT
Applications are invited for the post of Lecturer in Business Studies in the Department of Business Studies. The post is in the Department of Business Studies and is a full-time position. The salary is £8,000 per annum. Applications should be sent to the Director of Education, Brent Council, Brent Town Hall, Brent, by 15th May 1977.

BUCKINGHAMSHIRE
Applications are invited for the post of Lecturer in Business Studies in the Department of Business Studies. The post is in the Department of Business Studies and is a full-time position. The salary is £8,000 per annum. Applications should be sent to the Director of Education, Buckinghamshire Council, Bucks County Council Offices, Aylesbury, by 15th May 1977.

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DORSET
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HAMPSHIRE
Applications are invited for the post of Lecturer in Business Studies in the Department of Business Studies. The post is in the Department of Business Studies and is a full-time position. The salary is £8,000 per annum. Applications should be sent to the Director of Education, Hampshire Council, Hampshire County Council Offices, Winchester, by 15th May 1977.

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DORSET

COUNTY COUNCIL

POOLE TECHNICAL COLLEGE

Department of Business Studies

Required for September, 1977 —

LECTURER GRADE II IN OFFICE ORGANISATION

To teach office services and secretarial duties, office organisation, equipment, and services, clerical duties on courses leading to LCC Private Secretary's Certificate and Certificate in Office Studies. This is a senior post and the successful candidate will not only be responsible for teaching within this specialist area but will have administrative responsibilities associated with it. Applicants must be well qualified and have teaching and commercial experience appropriate to the post.

Salary Scale: £3,591-£5,805 per annum. The starting point within this scale will depend on qualifications and experience.

Application forms and further particulars available from the Principal, Poole Technical College, North Road, Poole BH15 0LS, to whom completed forms should be returned not later than Friday, May 13, 1977. Please forward a self-addressed envelope (220mm x 110mm) quoting reference number B57/77 in the bottom right-hand corner.

North Devon College
Principal: G. F. Hird, J.P., M.A., M.B.I.M.

Applications are invited for the following post to date from 1st September:


Senior Lecturer in the Department of Food and Fashion

The Department has 200 full-time students and organises courses mainly in catering and related subjects, with other courses in Hairdressing, Domestic Science and Dress. Applicants must be well qualified, preferably at degree level and have relevant commercial experience with preference being given to those with a hotel and catering background. The post carries administrative responsibility.

The North Devon College has been a tertiary centre since 1972 with approaching 1,000 full-time students. It is located in modern buildings on a self-contained site.

The salary scale is in accordance with the current FE Burnham Report.

Application forms and further details can be obtained from the Principal, Barnstaple, Devon.



Southwark College

Lecturers

Applications are invited for the following posts, vacant in September:

Lecturer II
to coordinate and develop CAREERS EDUCATION throughout the college.

Lecturer I
to teach GEOGRAPHY, and particularly to develop fieldwork programmes for GCE Ordinary and Advanced level courses.

Lecturer I
to teach BIOLOGICAL SCIENCES, mainly at GCE Ordinary level.

Salary scales in accordance with the current Burnham (FE) Report, on incremental scales within the range £3,270 to £5,493 (Lecturer II), or £2,468 to £4,377 (Lecturer I), plus £312 supplement, £402 major London allowance.

Further details and application forms from the Senior Administrative Officer, Southwark College, The Cut, SE1 8LE, returnable by 12th May, 1977.

CHARTERED

A unique event in British Drama

THE TIMES SHAKESPEARE



The works of Shakespeare on tape cassette, featuring leading British actors

The simple inexpensive way to build your own collection of Shakespeare's treasury Ideal for schools, drama clubs, etc.

Our greatest literary heritage is now available on tape cassette.

The Actors' Co-operative organised by AuthorTapes are producing taped adaptations of the works of Shakespeare. Times Newspapers Ltd, when they heard of the project, expressed their enthusiasm by lending their support.

Each cassette, lasting approximately 60 minutes, will feature leading British actors and will include an introduction (prepared by Dr. Gareth Lloyd Evans and spoken by Leigh Crutchley) to set the plays in literary and historical context—plus a specially selected musical background. The directors are Frank Hauser and Charles Lefeaux.

SPECIAL OPPORTUNITY

The first five cassettes (stereo/mono compatible) are now available prior to general distribution as a special concession to readers of this journal. Please use the coupon to order.

The price is £4.95 per cassette, inc. postage, packing and VAT.

(Note: Also available through the Educational Productions Ltd catalogue)

These are the first five tapes; others will be announced at regular intervals over succeeding months:

TWELFTH NIGHT featuring Dorothy Tutin, Derek Godfrey, Diana Fairfax

MACBETH featuring Stephen Murray, Barbara Jefford, Marius Goring

JULIUS CAESAR featuring Stephen Murray, Barbara Jefford, William Squire, John Rye

HENRY V featuring John Rye, William Squire, John Gabriel, Julie Hallara

ROMEO AND JULIET featuring Barbara Jefford, John Rye, Stephen Murray, Haydn Jones

The text is based on the NEW PENGUIN SHAKESPEARE.

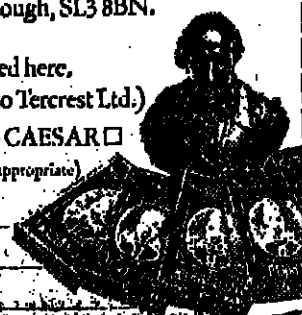
To: The Times Shakespeare, Tercrest Ltd, P.O. Box 80, Slough, SL3 8BN. (Reg. in England 1251135)

Please send me The Times Shakespeare cassettes as marked here. I enclose my cheque/PO for £_____ (payable to Tercrest Ltd.)

TWELFTH NIGHT MACBETH JULIUS CAESAR
HENRY V ROMEO AND JULIET (tick as appropriate)

NAME

ADDRESS



Royal County of BERKSHIRE

THREE YOUTH AND COMMUNITY WORKERS

(1) Wexham Lea Youth & Community Centre, Slough £3888-£4350

(2) Horsemoor Green Youth & Community Centre, Slough £3888-£4350

(3) Britwell Boys' Club, Slough £3999-£4470

Applications are invited from suitably qualified Teachers or Youth and Community Workers for the above-mentioned vacancies which exist within the Berkshire Youth and Community Service. The posts being advertised offer a widely divergent opportunity to participate within a supportive professional service. Initial lodging allowance and assistance with removal expenses may be given.

Interested? Phone John Ashdown, County Youth and Community Officer, Reading 56981, Ext. 149. Further details and application forms available from the Director of Education (YCS), Education Department, Kennet House, 80/82 Kings Road, Reading. Closing date: 16 May, 1977.

BOROUGH OF HARINGEY



TEACHERS' CENTRE WARDEN

Required September 1977

The Centre occupies self-contained premises, including lecture and seminar rooms, workshops, extensive reprographic facilities, a TV studio and a well-appointed lounge. There is a full-time Deputy Warden, and supporting technical and clerical staff.

The successful candidate, who should have had varied teaching experience in posts of responsibility, will be expected to work in close touch with the Authority's professional and advisory officers and to provide evidence of a broad and active interest in in-service training and in curriculum planning and development.

Salary in accordance with Burnham Scale 4 (including London Allowance).

Removal expenses—100% allowed.

Forms of application from the Chief Education Officer, Education Office, Somerset Road, Tottenham N17 9EB, to be returned within two weeks of the appearance of the advertisement. (Ref. DC10/B.J.F.)

ilea

INNER LONDON
EDUCATION AUTHORITY

Addison Adult Education Institute Addison School, Blythe Rd., W14 0DT Vice-Principal

Full-time Vice-Principal required for September, 1977. The Institute provides non-vocational day and evening classes for men and women in a wide variety of crafts and cultural subjects. Last sessions enrolments were 17,081.

Salary in accordance with the Burnham (FE) Report. Vice-Principal Group 4: £7,815 plus £402 London Allowance and supplements to a maximum of £8,500 (under review). Assistance may be given towards household removal expenses.

Details and application forms returnable by May 13, 1977, from the Education Officer (CECS), The County Hall, London, SE1 7PB (stamped addressed foolscap envelope).

REGIONAL COUNCIL

SOCIAL WORK DEPARTMENT

RIMBLETON HOUSE

DEPUTY PRINCIPAL
(2 POSTS)

TEACHERS
(3 POSTS)

£4,545-£6,083 (+£232 Supplement)
In accordance with the Scottish Teachers' Salaries Memorandum.

The Regional Council is concerned with the development of a comprehensive service for children in which both Education and Social Work Departments are co-operating. Rimbilton House is the next step in this development where the focus will be on clear assessment of need related to more effective residential care. The building, which is purpose built, is divided into 3 self-contained units, two of which each provide accommodation for 10 children for Reception and Assessment, while the remaining unit will later be developed as a Care and Treatment unit for 17 children.

Applicants for the post of Deputy Principal should have had considerable experience of residential child care and the assessment of children in a residential setting. An appropriate professional qualification is essential, with the ability to assist in the creation and support of an effective multi-disciplinary team. While the emphasis will be on a team approach, the Deputy Principal will have special responsibilities drawn from Social Work and Education but each must be capable of assuming overall responsibility in the absence of the Principal.

Applicants should be directly or indirectly qualified. Application Form and further information may be obtained from the undersigned to whom completed forms should be returned not later than 13th May, 1977.

When applying for Application Form please quote Ref. Number RP/67/7EB.

Regional Personnel Officer,
Rimbilton House,
Rimbleton,
Tel. Glastonbury 784411, Ext 248/7.

Re-advertisement

Youth Tutor or Full-Time Warden

Woodford Youth and Adult Centre
Woodbridge High School, 31 Barnabas Road,
Woodford Green, Essex.

Applications are invited from suitably qualified and experienced persons for the above post.

The Youth Tutor, who will be a qualified teacher, will be expected to undertake teaching duties within the school in addition to being responsible for the Youth and Adult Centre. Consideration will be given to the appointment of a full-time Warden whose duties will be specifically concerned with the Youth and Adult Centre programme.

Salaries are as follows:—

Youth Tutor:
Burnham Scale 3—£3,654-£5,214 inclusive of London Weighting plus £312 supplement payment.

Warden:
Burnham F. E. Lecturer Grade 1—£2,768-£4,674 inclusive of London Weighting plus £312 supplement payment.

Application form and further details are available from—Chief Education Officer, Education Office, 255/259 High Road, ILFORD, Essex IG1 1NN and to be returned by Tuesday, 10th May 1977.

Redbridge London Borough

TENNAL COMMUNITY HOME SCHOOL AND REGIONAL ASSESSMENT CENTRE

1st Deputy Headmaster
in the
Regional Assessment Centre
Salary: J.N.C. Schedule 1 Group 4:
£5,109-£6,117 p.a. plus £312
supplement

Accommodation: 3 bedroomed modern centrally heated house, deduction: £204 p.a.

The Centre (87 boys aged 10-17 years) is organised in modern house units including one small secure house. Besides the usual range of tasks, there is a good deal of work going into the development both of assessment and treatment techniques and alternatives to traditional patterns of care. We are looking particularly therefore for someone with proven ability to think creatively and the capacity to translate ideas into practical action. Only candidates with relevant experience and qualifications should apply.

Application forms and further particulars available from the Principal, Tennal School, Baldon Road, Harborne, Birmingham, B32 2EY. Telephone number 021-426 6315. Informal inquiries to Mr. L. Hicap. Closing Date: 23rd May, 1977.

BIRMINGHAM CITY COUNCIL

Social Services Department A Deputy Superintendent

Wanted
A Deputy Superintendent, alive to the needs of children, their families and staff.

At Pergrines, a 16-bed Reception and Assessment Centre, situated in Ilford, Essex.

Someone interested in deriving job satisfaction by providing a fresh and meaningful contribution to the life of the Unit and developing their skills in the support of staff and care and observation of children.

Salary
Scale 6A, £3,681 to £4,083+£100 Special Allowance.

Accommodation
A two-bedroomed self-contained flat is available for which normal emolument charges apply.

Further Information
From Peter Finch at Pergrines, 01-554 4488, or with application forms obtainable from Director of Social Services, 17/23 Clements Road, Ilford, Essex.

Redbridge London Borough

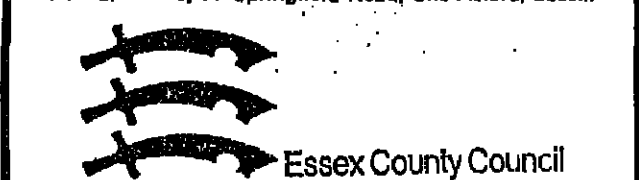
Social Services Department Newport House

Is an Observation and Assessment Centre for 14 adolescent girls and nine younger children, situated in Great Baddow, near Chelmsford.

Teacher (Part-time)

for General Subjects and Commerce. Twelve-and-a-half hours per week plus extraneous duties. Salary on Burnham Scale 1 plus extraneous duties and former resident home allowances pro rata.

Informal enquiries may be made to the Principal, Mr K. Nutter (Chelmsford 730811). Application forms from the Director of Social Services, Kensal House, 77 Springfield Road, Chelmsford, Essex.



Exciting new post in Residential Education DUNCROFT COMMUNITY HOME (EDUCATION)

Staines, Middx
requires a

DEPUTY PRINCIPAL (EDUCATION)

to reorganize and be responsible for the Education programme. This is a unique opportunity for an enthusiastic and experienced teacher to develop a modern progressive curriculum to meet the needs of girls aged 14-plus.

Salary on JNC Grade III (Deputy Head) £4,755-£5,787 p.a. plus £312 p.a. Supplement plus Fringe London Weighting.

Applicants should be in sympathy with the Christian principles on which Barnardo's work is based.

For further details and job description contact: Mr. C. J. Earle, Assistant Children's Officer (Schools), London Division, Tanners Lane, Barkingdale, Ilford, Essex. Tel.: 01-561 0011.

Application forms to be returned to the Divisional Children's Officer at the above address by 13th May, 1977.

Barnardo's

Paddington Adult Education Institute Amberley Adult Centre, Amberley Road W9 2JJ

Vice-Principal

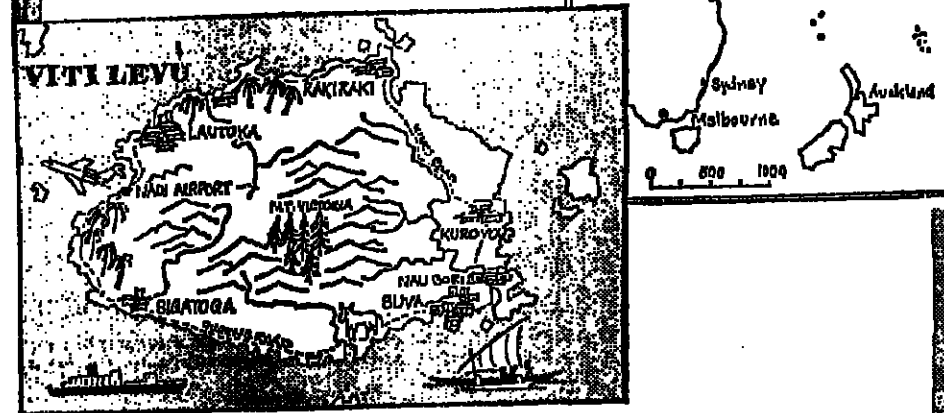
Full-time Vice-Principal required for September 1977. The Institute provides non-vocational day and evening classes for men and women in a wide variety of crafts and cultural subjects. Last sessions enrolments were 6,589.

Salary in accordance with the Burnham (FE) Report. Vice-Principal Group 3: £7,185 plus £402 London Allowance and £312 supplement (under review). Assistance may be given towards household removal expenses.

Details and application forms returnable by May 13, 1977, from the Education Officer (CECS), The County Hall, London, SE1 7PB (stamped addressed foolscap envelope).

Technical teaching in Fiji

DERRICK TECHNICAL INSTITUTE



Fiji comprises some 800 islands of which about 100 are inhabited. The official language is English. The Derrick Technical Institute is located at Suva, the capital city and principal port on the main island of Viti Levu. It provides courses for engineering and building apprentices, technicians, managers, accountants, merchant navy officers, secretaries and hotel trainees. Applications are invited for the following posts on contract for 2-3 years in the first instance, beginning as soon as possible.

SENIOR LECTURER IN TELECOMMUNICATIONS/ELECTRONICS

To teach Telecommunications/Electronics up to FTC level, liaise with industry and a telecommunications training centre, and to assist Head of School of Engineering with administration and development programme. Degree or equivalent and chartered engineer status essential with extensive industrial and teaching experience.

LECTURER IN ELECTRICAL ENGINEERING (SUPPLY/INSTALLATION)

To teach Electrical Engineering for technician, diploma and trade courses, to assist with further development of courses to higher technician level and in development of workshops, laboratories, equipment and staff. Degree, HND or equivalent essential, with considerable industrial and teaching experience, particularly in electricity supply and installation.

LECTURER IN ELECTRICAL ENGINEERING (UTILISATION)

To teach Electrical Engineering for technician, diploma and trade courses, to assist with further development of courses to higher technician level and in development of workshops, laboratories, equipment and staff. Degree, HND or equivalent essential, with considerable industrial and teaching experience, particularly in utilisation.

LECTURER IN MARINE ENGINEERING

To teach Marine Engineering and allied subjects for Fiji Marine Board Certificates of Competency, CGLI Marine Engineering Technician Certificate and Advanced Certificate, process officer cadet and rating courses. 1st Class (Motor) Engineers Certificate of Competency or 2nd Class (Motor) Certificate with 1st Class equivalent essential. Combined Steam and Motor Certificate, technical teaching qualification and experience desirable.

LECTURER IN MARITIME STUDIES

To teach Nautical Science and allied subjects for all grades of local certificates of competency up to Master Pacific Islands level and all sea cadet and rating courses to U.K. ONO Nautical Studies level. DTI Certificate of Competency as Master or Extra-Master, FGI, essential. Recognised Technical Teacher's Certificate desirable.

LECTURER IN BUSINESS STUDIES (ACCOUNTANCY)

To teach to diploma and professional students at least 3 of the following subjects: Auditing, Cost Accounting, Financial Management, Financial Accounting, Commercial Law and Taxation, and to assist with administration, Degree, Diploma or professional qualification essential. Teaching and at least 3 years' industrial or commercial experience desirable.

LECTURER IN FOOD PRODUCTION

To teach theory and practice of cookery (including larder or pastry work), menu-planning, kitchen organisation, basic costing and other related subjects. At least CGLI 161 or equivalent, and minimum of 5 years' industrial experience. Teaching experience essential.

SALARIES
Senior Lecturer: £6,000-£7,700 p.a.
Lecturer: £4,700-£6,300 p.a.

Including a supplement, normally tax-free, paid by the British Government under the aid programme to citizens of the U.K. Gratuity of 25 per cent on basic salary payable after each 12 months of service, free passages, education allowances and holiday/vacation passages for children, and subsidised housing. Appointment grant of up to £300 and an interest-free loan of up to £1,200 may be payable in certain circumstances.

Application form and further details obtainable from the Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), 38/37 Grosvenor Gardens, London SW1W 0BS, Ref. FJI/TES. Closing date for receipt of applications May 24, 1977.



TEACHER REDEPLOYMENT

The Programme and the Pitfalls

Articles from the next week's Times Educational Supplement

- Is it inevitable?
- Voluntary or compulsory?
- Can pay and careers be safeguarded?
- Where do the unions stand?
- Can heads and governors still choose staff freely?
- How will the Taylor Report affect it?
- What about retraining?
- What changes for new blood?
- Will weak teachers be shuffled around?
- How long can redeployment go on?

COLLEGES OF HIGHER EDUCATION continued

KENT COLLEGE OF HIGHER EDUCATION
Applications are invited for the post of Lecturer in Education to be responsible for the development of the Education Studies and Education Studies and Education Studies courses. The successful candidate will be responsible for the development of the Education Studies and Education Studies courses. The successful candidate will be responsible for the development of the Education Studies and Education Studies courses.

LIVERPOOL COLLEGE OF HIGHER EDUCATION
Applications are invited for the post of Lecturer in Education to be responsible for the development of the Education Studies and Education Studies courses. The successful candidate will be responsible for the development of the Education Studies and Education Studies courses.

SOUTHAMPTON LA SAINTE UNIVERSITE COLLEGE OF HIGHER EDUCATION
Applications are invited for the post of Lecturer in Education to be responsible for the development of the Education Studies and Education Studies courses. The successful candidate will be responsible for the development of the Education Studies and Education Studies courses.

COLLEGES OF Education
Directors and Principals

LINCOLNSHIRE COLLEGE OF EDUCATION
Applications are invited for the post of Lecturer in Education to be responsible for the development of the Education Studies and Education Studies courses. The successful candidate will be responsible for the development of the Education Studies and Education Studies courses.

Other Appointments

CAMBRIDGESHIRE HOMERON COLLEGE
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DEVON COLLEGE OF HIGHER EDUCATION
Applications are invited for the post of Lecturer in Education to be responsible for the development of the Education Studies and Education Studies courses. The successful candidate will be responsible for the development of the Education Studies and Education Studies courses.

LONDON COLLEGE OF ARTS, SAINTS
Applications are invited for the post of Lecturer in Education to be responsible for the development of the Education Studies and Education Studies courses. The successful candidate will be responsible for the development of the Education Studies and Education Studies courses.

LONDON INNER LONDON EDUCATION AUTHORITY
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NORWICH COLLEGE OF EDUCATION
Applications are invited for the post of Lecturer in Education to be responsible for the development of the Education Studies and Education Studies courses. The successful candidate will be responsible for the development of the Education Studies and Education Studies courses.

WILTSHIRE COUNTY COUNCIL Education Department
YOUTH & COMMUNITY WORKER
JNC III £3,426-£3,888 p.a. + £212 p.a. supplement
Qualified and experienced Youth and Community Worker required for a new and challenging project based on central Swindon at the Clarence Street Centre.

CITY OF MANCHESTER EDUCATION COMMITTEE
ABRAHAM MOSS CENTRE
YOUTH AND COMMUNITY (NEIGHBOURHOOD) WORKER
Safety Scale within J.N.C. range 2/3 : £2,712-£4,248

ACADEMIA BRITANICA CUSCATELCA
San Salvador, El Salvador. C. A.
Teachers are required to join the staff of the above British School recently transferred to new purpose built premises on a 10-acre site on the outskirts of the city. Enrolment 876 aged 3-16 years increasing annually to 1,000.
To commence September, 1977

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Teachers' Centres
MERTON
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WAKEFIELD (City of)
Applications are invited for the post of Lecturer in Education to be responsible for the development of the Education Studies and Education Studies courses. The successful candidate will be responsible for the development of the Education Studies and Education Studies courses.

DEVON LA BACONIAN SCHOOL AND COMMUNITY COLLEGE
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BIRMINGHAM SELLY OAK COLLEGE
Applications are invited for the post of Lecturer in Education to be responsible for the development of the Education Studies and Education Studies courses. The successful candidate will be responsible for the development of the Education Studies and Education Studies courses.

OVERSEAS DEVELOPMENT
KNOW-HOW vital to developing countries
Malaysia Education Overseas Experts

(a) Radio Production
(b) Media Utilisation and Evaluation

At Educational Media Service, Sarawak, to undertake staff training, revitalize existing Schools Radio Service, supervise work of Schools Broadcasting Staff; to establish Utilization and Evaluation Unit, conduct in service course for teachers and script writers, train local counterpart. Applicants should have substantial appropriate experience with teaching background. Appointments 2 years.

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MOROCCO

The Centre for British Teachers, at the request of the Government of the Kingdom of Morocco, is expanding its successful English Language Teaching scheme in Moroccan lycées by recruiting a further 80 British teachers for the coming academic year.

- * Contracts are from September 1, 1977, for two years, but may be terminated in the first year.
- * Contracts are renewable.
- * Salary (currently under review) is not less than £320 per month free of tax (paid in Dirhams).
- * Fares paid to and from Morocco.
- * Good medical cover.
- * Centre welfare and resettlement advice service.
- * In-service training and opportunities for materials writing.

Qualified graduate teachers with at least two years' experience teaching English to foreigners and with a good knowledge of spoken French. Apply to:—
The Centre for British Teachers (M/TE5)
Quality House
Chancery Lane
London WC2A 1HP
Telephone 01-242 2982

POSTS IN GHANA

Applicants for all posts must have a British educational background with an appropriate degree and experience.

Schools
3 HEADS OF MATHEMATICS DEPARTMENTS
Nandom Secondary School, Nandom
To teach Mathematics up to "A" level, organize Mathematics Teaching throughout the School and liaise with the Ghana Association of Mathematics Teachers. Degree in Mathematics or with a substantial Mathematics component and 3-5 years' teaching experience desirable. Teaching qualification desirable.
Salary £4010-£5580 pa. 77 CS 88

Teacher Training College
HEAD OF CHEMISTRY
Sixth Form Science College, Legon, Accra
To teach Chemistry to "A" level and organize the Chemistry Department. Degree in Chemistry or with a substantial Chemistry component and at least 5 years' teaching experience at least "A" level essential. Head of Department, Degree and teaching qualification desirable.
Salary: £4010-£5580 pa. 77 CS 89

Navrongo Secondary School, Navrongo
To teach Mathematics up to "A" level and organize the Mathematics Department. Degree in Mathematics or with a substantial Mathematics component and 5 years' teaching experience including "A" level Mathematics (preferably SMP) essential. Teaching qualification desirable.
Salary: £4010-£5580 pa. 77 CS 87

Tamale Secondary School, Tamale
To teach Mathematics up to "A" level and to organize the Mathematics Department. Degree in Mathematics or with a substantial Mathematics component and 5 years' teaching experience including "A" level Mathematics essential. Teaching qualification desirable.
Salary £4010-£5580 pa. 77 CS 88

THE BRITISH COUNCIL
HELPING NATIONS HELP THEMSELVES

OVERSEAS TEACHING POSTS

15 INSTRUCTORS IN ENGLISH FOR SPECIAL PURPOSES (KUWAIT)

English Language Centre, University of Kuwait. English or humanities degree and an MA or Diploma in TEFL or Applied Linguistics plus at least 3 years' TEFL experience for MA candidates and 5 years' for Diploma candidates. Salary: £7488-£8084 pa local tax free. Benefits: free furnished accommodation; electricity and water; allowances for children, transport and high cost of living. Two-month annual passage-paid home leave. One-year renewable contract. 77 AU 22-38

SCHOOL TEACHERS (PORTUGAL)

St Julian's School, Carcavelos. Teacher of English and Drama (to Head the English Department). Teacher of Chemistry (to Head the Science Department). Teacher of Food and Nutrition. Kindergarten Teacher. For posts (1) and (2) candidates should be British trained with a University degree in an appropriate subject and a PGCE. At least 2 years' relevant experience is essential. For posts (3) and (4) candidates should be British trained with a teaching qualification and at least 2 years' experience. The preferred age range is 24-35. Salary: For posts (1) and (2) Esc 168,000-Esc 245,000 pa (approx £2345-£3712); for posts (3) and (4), Esc 140,000-Esc 228,000 pa (approx £2121-£3457). Benefits: free furnished accommodation; rent allowance; employer's portion of superannuation; contributions to insurance and medical schemes. Two-year contract renewable. 77 RS 62-65

TEACHER-TRAINERS IN EFL (EGYPT)

In-Service Training Department, Ministry of Education, Cairo and Alexandria. To run courses for teachers and School Inspectors, teach EFL and methodology and prepare teaching materials. Degree (preferably in English or Modern Languages) MA in Applied Linguistics or one-year University diploma in TEFL/TEFL, at least 3 years' relevant overseas experience. Salary: £4589-£5618 pa + 10% inducement. Benefits: personal and children's allowances; free accommodation; 2-year contract. 77 HE 8-8

14 TEACHERS OF ENGLISH (OMAN)

Government Preparatory Schools. Candidates, married teaching couples or single men, should have a Teaching Certificate with English as major specialization or a degree in English or a foreign language. No teaching experience is required. Salary: £3204 pa free of local tax. Benefits: free basic accommodation; 3-month home passage-paid leave on renewal of contract. One-year contract, renewable. 77 AS 47-80

LECTURER IN ENGLISH (TURKEY)

Ankara University. Candidates should be graduates of a British University with a degree in English and relevant teaching experience. A qualification in English Language Teaching or a further degree is desirable. Salary: £4589-£5618 pa. Benefits: free accommodation, overseas and children's allowances; medical benefits, superannuation, etc. One-year formula contract, renewable. 77 RU 37

ENGLISH LANGUAGE TEACHING ASSISTANTS (SOVIET UNION)

For Universities and Institutes of Higher Education. A degree with PGCE and relevant experience. ELT qualification and knowledge of Russian desirable. Salary: 225 Roubles per month (present rate of exchange £1=1.23 Roubles) tax free, non-convertible. Sterling subsidy of £1888 paid in Britain. Benefits: subsidized accommodation; employer's portion of superannuation. Contract for one academic year (10 months). 77 BU 1-10

LECTOR IN ENGLISH (YUGOSLAVIA)

University of Novi Sad. Arts degree and teaching experience, preferably at tertiary level, essential. TEFL qualification, minimum RSA or PGCE with TEFL element, desirable. Salary: £3000ND per month (non-convertible) plus an annual subsidy of £1244 paid by the British Council to the lecturer's UK bank account. Benefits: employer's portion of superannuation; free medical treatment. One-year contract, renewable. 77 RU 39

TEACHING ASSISTANT IN ENGLISH (HUNGARY)

University of Szeged. TEFL qualification, minimum RSA or PGCE with TEFL element, with between 2 and 5 years of experience of teaching EFL to adults essential. Salary: 3800 Forints per month for 10 months of the year (non-convertible) plus an annual subsidy of £1888 year (paid by the British Council to the Teaching Assistant's UK bank account). Benefits: free accommodation and medical treatment; employer's portion of superannuation. One-year contract renewable. 77 RU 40

HEAD OF WELDING SECTION HEAD OF DIESEL SECTION (BAHRAIN)

Manama Boys' Technical Secondary School. Candidates, men only, must have a CG (FTC) and 5 years' practical experience. Salary: £3318-£4875 tax free. Benefits: free accommodation; overseas and children's allowances. Two-year contract, renewable. 77 AS 35-38

HEAD TEACHER (OMAN)

English Speaking Primary School, Muscat. Qualified teachers with several years' experience as Head Teacher. Salary: £4775 pa tax free. Benefits: free furnished accommodation, electricity and water; car allowance; annual passage-paid home summer leave. Two-year renewable contract. 77 AS 61

ASSISTANT DIRECTORS OF STUDIES (TEFL) (EGYPT)

British Council Teaching Centres, Cairo and Alexandria. To develop General English and ESP materials, train and supervise teachers, teach methodology, test and evaluate. Degree (preferably in English or Modern Languages) MA in Applied Linguistics or 1-year University diploma in TEFL, 5 years' relevant TEFL experience. Salary: £4589-£5618 pa. Benefits: accommodation allowance; employer's portion of UK superannuation; 2-year contract, renewable. 77 HO 44-48

TEACHERS OF ENGLISH (EGYPT)

British Council Teaching Centres, Cairo and Alexandria. To teach general English and ESP and help Assistant Directors of Studies as required. Degree or teaching certificate, 1-year qualification in TEFL or RSA Certificate, at least 3 years' relevant experience; single candidates or married couples both qualified to teach. Salary: £3732-£4374 pa. Benefits: accommodation allowance; employer's portion of UK superannuation. Two-year contract, renewable. 77 HO 49-54

LECTURERS IN TEFL (IRAN)

British Council Teaching Centres, Tehran, Isfahan. Duties to include some or all of following: teacher training, supervision, course design and materials preparation (general English and ESP) and administrative duties. Degree or teaching certificate, 1-year University qualification in TEFL; 8 years' relevant experience including 2 years' specialist TEFL experience of ESP/teacher training/administration. Salary: £5210-£6028 pa. Benefits: accommodation allowance; children's education allowance; employer's portion of UK superannuation. Two-year contract, renewable. 77 HO 55-59

TEACHERS OF ENGLISH (IRAN)

British Council Teaching Centres, Tehran, Isfahan, Meshed, Shiraz, Tabriz. Degree or Teaching Certificate essential; 1-year qualification in TEFL (or RSA Certificate) and/or 3 years' relevant experience desirable. Single candidates or married couples both qualified to teach. Salary: £3732-£4374 pa. Benefits: accommodation allowance; employer's portion of UK superannuation; 2-year contract, renewable. 77 HO 60-79

Return fares are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate service, quoting relevant reference number and title of post for further details and application form to The British Council (Appointments), 66 Davies Street, London W1Y 2AA.

ADULT EDUCATION Appointments continued

LONDON I.L.E.A. HOLLOWAY ADULT EDUCATION INSTITUTE ENGLISH LANGUAGE TRAINING COURSES FOR INDIAN ENGINEERS IN INDUSTRY

Applications are invited for the post of Development Worker, the successful candidate will be the third member of an industrial language unit (I.L.E.A. north of river). Duties include the development of materials and the organization and teaching of language courses at all levels in their place of work. An ability to cope with a variety of situations should be essential. Candidates should be prepared to travel and work flexible hours. Applicants should be preferably graduates with training and/or experience in the teaching of English, an awareness of the needs of Indian engineers and a high degree of initiative. Salary: £2100-£2310 pa. London Allowance and £2100 summer grant. Starting salary negotiable upon age, qualifications and experience. Applications from 3rd October, 1977. Assistance may be given towards household removal expenses. Details and application form returnable by 12th May 1977 obtainable from the Senior Administrative Officer, Holloway A.B.1, Mansion House, City Road, London, N.Y.

LONDON INNER LONDON EDUCATION AUTHORITY PADDINGTON ADULT EDUCATION INSTITUTE: AMBERLEY ADULT CENTRE Amberley Road, London, W.9.

Required for September a Lecturer Grade 1 to take charge of the Institute's Adult Literacy Course. To teach literacy skills to adults and help to expand the programme for literacy teaching. Duties will include instruction, supervision and some teaching. Experience of teaching adult literacy is essential and a knowledge of the educational problems of the area would be desirable. Assistance may be given towards household removal expenses. Salary in accordance with the Metropolitan Education Authority Scale. Details and application form returnable by 12th May 1977 to the Senior Administrative Officer at the above address.

Community Homes and Associated Institutions

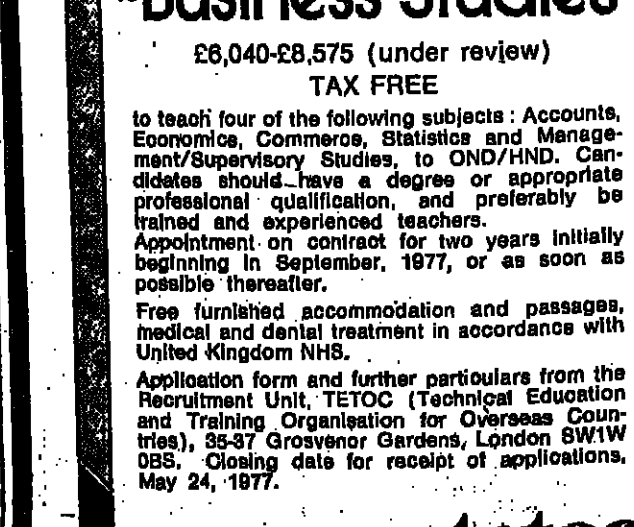
Headships and Deputy Headships

CLEVEDON COMMUNITY CENTRE, Clevedon (Education) (Borough School, minimum £5,000 per annum. Married couples only for 100 boys. The post is in the care of local authorities and is subject to educational supervision. Applications are invited from qualified teachers already in possession of reasonable, preferably in a relevant subject.

GULF TECHNICAL COLLEGE BAHRAIN

Applications are invited for appointment as Lecturer Grade 1 - Business Studies £8,040-£8,575 (under review) TAX FREE

to teach four of the following subjects: Accounts, Economics, Commerce, Statistics and Management/Supervisory Studies, to OND/HND. Candidates should have a degree or appropriate professional qualification and preferably be trained and experienced teachers. Appointment on contract for two years initially beginning in September, 1977, or as soon as possible thereafter. Free furnished accommodation and passages, medical and dental treatment in accordance with United Kingdom NHS. Application form and further particulars from the Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas SW1W 0BS, 35-37 Grosvenor Gardens, London SW1W 0BS. Closing date for receipt of applications, May 24, 1977.



Assessment Centres

DERBYSHIRE COUNTY COUNCIL

URGENTLY REQUIRED: OBSERVATION AND ASSESSMENT CENTRE: Clay Cross. This new observation and assessment centre for six residential or other placements will be opened by the Social Services Department in the near future.

ST. HELENS BOROUGH COUNCIL OBSERVATION AND ASSESSMENT CENTRE

TEACHER (Scale 1) to be qualified in TEFL with wide experience, including secondary teaching. The Centre will be opened shortly by the Borough Social Services Department to provide accommodation for children in the district. The successful candidate will be responsible for the assessment of the social, educational and occupational needs of the children.

ST. HELENS BOROUGH COUNCIL OBSERVATION AND ASSESSMENT CENTRE

Further details and application forms available from the Director of Education, Century House, Hargreaves, Warrington, Cheshire, WA10 1JN, to whom completed applications should be returned as soon as possible. Closing date Monday, 15th May, 1977.

ST. HELENS BOROUGH COUNCIL OBSERVATION AND ASSESSMENT CENTRE

Application forms and further particulars from the Director of Education, Century House, Hargreaves, Warrington, Cheshire, WA10 1JN, to whom completed applications should be returned within 10 days of advertisement.

ST. HELENS BOROUGH COUNCIL OBSERVATION AND ASSESSMENT CENTRE

Responsible for devising and implementing a programme of residential placement suited to the needs of disadvantaged children in care.

ST. HELENS BOROUGH COUNCIL OBSERVATION AND ASSESSMENT CENTRE

Responsible for the supervision of a programme of residential placement suited to the needs of disadvantaged children in care.

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Responsible for the supervision of a programme of residential placement suited to the needs of disadvantaged children in care.

Bi-Lingual English/French? translators

required in Algeria

Bechtel, a major international engineering and construction company, are involved in the construction of a major LNG complex at Arzew on the Algerian coast.

Translators are required to work in our general office services, which is a support to our administration staff.

Applicants should have a good standard of education and be bi-lingual in English/French preferably with some technical and/or legal experience.

High tax free salaries will be offered for these single status assignments and an attractive benefits package includes generous allowances and regular home leave.

Telephone Howard J. Cobbe on 01-741 5127 or write to him for an application form at Bechtel International Limited, Bechtel House, 245 Hammersmith Road, London W6.

SULTANATE OF OMAN AIR FORCE APPOINTMENT

There is an immediate vacancy for a STAFF OFFICER (EDUCATION SERVICES) in the rank of Flight Lieutenant for the Headquarters of the Air Force of the Sultanate of Oman. This is a uniformed contract appointment of 3 years' duration, and the successful applicant will be responsible to the Director of Education Services (Oman Armed Forces) for educational administrative duties, including general education conducted in Arabic, language training, financial estimates, and liaison with other Omani education authorities.

Essential qualifications are experience in Armed Forces education and the possession of an Arabic language qualification (at least to Civil Service or all of the range of intended duties and of Service Staff work would be a considerable advantage. This is an unannounced appointment and the age limit is maximum 45.

Conditions of service include annual emoluments commensurate with the equivalent of £9,000 at the current rate of exchange (tax free); a generous end-of-contract gratuity; normal Service mess facilities with bachelor accommodation and services free of charge; and 60 days' home leave annually (usually taken in two periods of 30 days) with air passage paid. For further details write giving a brief summary of your qualifications and experience and quoting reference 25/A, to:-

The Senior Personnel Officer AIRWORK SERVICES LTD Bournemouth (Horn) Airport Christchurch, Dorset BH23 6JH



MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY

SECONDARY SCHOOLS SEPTEMBER 1977 MUSIC IN MALTA AND GERMANY

Applications are invited from qualified Secondary Teachers of music with not less than two years' experience for appointment as Teacher of Music for one year's service at Tal Handaq School (Secondary Comprehensive 550 pupils) in Malta followed by two years in Germany. The initial post carries the duty of teaching music throughout the school although local difficulties prevent any individual instrumental tuition. Tal Handaq School is due to close in July 1978 so the teacher would then serve the remaining two years of an initial three years' engagement in a SCEA comprehensive school in Germany.

Salary: in accordance with current Burmah Scales plus the £112 pay supplements and London Allowance of £402 p.a. Superannuation—normal rights are safeguarded. Foreign Service Allowance—a tax free allowance is payable. Accommodation—provided rent-free. Duration of Engagement—initial engagement is for three years. All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in the Service Children's Schools abroad after the age of 50 and, therefore, the preferred age is under 47 years at the commencement of the engagement. Requests for application forms and further information should be made on a postcard or by telephone to:-

Service Children's Education Authority (S)AW3149, TAE Appointments Section, TAE Centre, 11, A, ELTHAM, London SE9 5NL. Tel: 01-859 2112, Ext: 221 or 224.

Interested in visiting Kenya?

We are seeking a qualified teacher to take sole charge of a school for a small group of expatriate children, aged five to twelve years, of our engineering staff engaged on the supervision and construction of an Hydro-Electric Project in Kenya.

The site is situated some one hundred miles north-east of Nairobi.

The situation offers: free accommodation, free return air passage, excellent recreational facilities together with the opportunity of visiting the game reserves and to see some of Kenya's finest countryside.

There is no upper age-limit, we would prefer the successful applicant to have had previous overseas experience and to be prepared to accept the appointment on a single basis.

Applications should be made by letter to:- STIRLING-ABTALI CONSTRUCTION UK LTD 37 Upper Brook Street, London W1Y 1PE

BERMUDA COLLEGE

Head of Department Department of Hotel Technology effective September 1, 1977

Qualifications: Internationally recognized Diploma in Hotel Management, senior teaching and administration experience in an hotel training college at an advanced level. At least five years' practical experience in a responsible position in the Hotel and Catering industry.

Duties: Responsible for organization, administration and management of a comprehensive Hotel, Restaurant, Resort Training Programme. Courses include Cookery, Waitressing, Housekeeping, Front Office, Accounting Control, Food and Beverage Technology, and Control and Hotel Management to diploma level.

Salary: \$14,450 to \$18,457 depending on qualifications and experience (salary is currently under review). Apply to the Chief Executive Officer, Bermuda College, PO Box 358, Devonshire 4.

Application closing date: May 6, 1977.

TRAINING OFFICER Middle East Oil Company

Large Oil Company operating in the Arabian Gulf requires for its Employee Training Centre a qualified Training Officer to teach Workshop Practice to young national trainees. Candidates aged 25 to 35 should have had at least three years' industrial experience and hold an HNC/HND in Mechanical or Production Engineering. A qualification in Teacher training is also desirable.

The successful candidate will be required to teach Technology, Engineering Drawing and Engineering Mathematics to City and Guilds "G" level to GCE "O" level. Experience in teaching students whose mother tongue is not English would be useful.

A generous tax-free remuneration is paid; one-year contract with approximately eight weeks' leave and bonus on completion; subsidized air-conditioned accommodation provided; medical and educational facilities available.

Please write giving full details of age, qualifications and experience to date to Box TES 2785, The Times, WC1X 9EZ.

THE BRITISH SCHOOL OF BRUSSELS

Technical Studies Teacher

requires from September 1977 a for the Upper School (age range 12-18 years), to teach across the whole ability range and up to "A" level.

Applicants should be well qualified, with preferably at least two years' experience in a Secondary School.

Applications, including a curriculum vitae, details of any specialized interests and abilities, and the names and addresses of two referees, should be sent to:

Alan Humphries, M.A., Headmaster, The British School of Brussels, Steenweg op Louvain 155, 1980 Tervuren, Belgium.

Further details will be sent in reply.

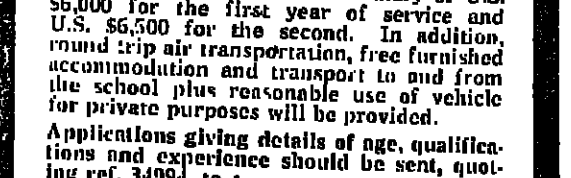
INDONESIA 2 PRIMARY TEACHERS

"The Honor Ex-Patriot School" will shortly have vacancies for two Primary Teachers, one for the Lower Primary and one in the Upper Primary. The school which is situated some 10 kilometres from Jakarta in the foothills of the mountains has four teachers and a total of fifty children from ten nationalities. The children who are aged between five and twelve years all speak English.

Applicants, who should preferably be experienced, should be in possession of a Teaching Certificate and should be prepared to undertake a two-year contract. While a teaching couple is preferred, single applicants will be considered.

In addition to an annual displacement allowance of U.S. \$750 the successful applicants will receive a tax-free salary of U.S. \$6,000 for the first year of service and U.S. \$6,500 for the second. In addition, round trip air transportation, free furnished accommodation and transport to and from the school plus reasonable use of vehicle for private purposes will be provided.

Applications giving details of age, qualifications and experience should be sent, quoting ref. 34994, to:-



Technical Education - Mombasa in Kenya

Kenya gives a high priority to technical education as an essential requirement for development. Applications are invited for the following posts which provide opportunities to teach in a developing polytechnic in a country with a varied and exciting environment.

Appointments on agreement for 21-3 years beginning as soon as possible.

Mombasa Polytechnic Lecturer in Building Science

To set up and equip a new science laboratory and to teach Building Science, Mathematics, Physics and Chemistry to Ordinary Diploma and Construction Technician Students.

Degree or HND/HNC and relevant industrial or teaching experience. Teaching certificate desirable.

Assistant Lecturer 1 - Motor Vehicles

To teach MV Workshop Practice and Technology to MV Technicians Parts I & II. Also Mathematics, Science or Drawing to Part II level.

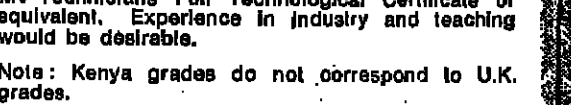
MV Technicians Full Technological Certificate or equivalent. Experience in industry and teaching would be desirable.

Note: Kenya grades do not correspond to U.K. grades.

Salary: LECTURER: £5,161-£7,985 ASSISTANT LECTURER 1: £4,258-£6,936

(including a supplement, normally tax-free, received annually, paid by the British Government under its aid programme, to citizens of the U.K. Plus a 25 per cent terminal gratuity on the basic salary; free passage; education allowances and holiday visit passages for children; an appointment grant up to £300 and an interest-free car loan up to £1,200 are payable in certain circumstances.

Application forms and further information from the Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), 35-37 Grosvenor Gardens, London SW1W 0BS, quoting reference TES/MBP and post title.



Education Department

CAREERS OFFICER

(Post E427) Salary AP3/4 £2,922 to £3,702 per annum plus £312 supplement

Applications are invited from suitably qualified candidates to join a team of Careers Officers working from the Southern Area Education Office in Ipswich. The successful applicant shall undertake the full range of a Careers Officer's duties.

Generous resettlement allowances available.

Application forms and further details (for which stamped addressed envelopes are required) are obtainable from the County Education Officer, Education Department, Grimwade Street, Ipswich.

Suffolk County Council

CITY OF BIRMINGHAM EDUCATION DEPARTMENT School Meals Service

ASSISTANT SCHOOL MEALS ORGANISER

Salary £3,825 - £4,395 plus £312.

Further particulars and application forms available from the Chief Education Officer, Administration Division, Margaret Street, Birmingham B3 3BU.

Closing date, Friday, May 13, 1977

BIRMINGHAM CITY COUNCIL

COUNTY OF SOUTH GLAMORGAN

ASSISTANT EDUCATION OFFICER FOR SPECIAL SERVICES

P.O. Range 2 (II) £6,225-£6,906 + £312 p.a.

Applications are invited from suitably qualified persons. Good experience in the field of special education would be a distinct advantage. The person appointed will have wide responsibilities, accountable directly to an Assistant Director of Education (Special Services). The County Council has a generous scheme of removal and disturbance allowances. Car allowance payable.

Application forms, returnable by 9th May, 1977, are available from the Personnel Officer, 9th Floor, County Headquarters, Newport Road, Cardiff (Tel. (0222) 499022, Ext. 3411/2). Further particulars available.

LONDON BOROUGH OF BARKING

EDUCATION DEPARTMENT DEPUTY CHIEF EDUCATION OFFICER

Salary £8241-£8826 inclusive. Lump-sum car allowance of £486 per annum.

The essential requirements for this post are a degree, relevant teaching experience and considerable administrative experience at senior level in the education service.

Application forms and further particulars obtainable from the Town Clerk, Civic Centre, Dagenham, Essex. Tel. No. 01-592 4500, extension 216. Closing date for completed forms 18th May, 1977.

YOUTH AND COMMUNITY SERVICE

DEVON

Applications are invited from suitably qualified persons for the post of Youth and Community Service Officer in Devon. The successful applicant will be responsible for the development and delivery of youth and community services in Devon. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

EAST SUSSEX

Applications are invited from suitably qualified persons for the post of Youth and Community Service Officer in East Sussex. The successful applicant will be responsible for the development and delivery of youth and community services in East Sussex. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

HAMPSHIRE

Applications are invited from suitably qualified persons for the post of Youth and Community Service Officer in Hampshire. The successful applicant will be responsible for the development and delivery of youth and community services in Hampshire. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

HARINGEY

Applications are invited from suitably qualified persons for the post of Youth and Community Service Officer in Haringey. The successful applicant will be responsible for the development and delivery of youth and community services in Haringey. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

HEALTH EDUCATION OFFICER

Applications are invited from suitably qualified persons for the post of Health Education Officer in Devon. The successful applicant will be responsible for the development and delivery of health education services in Devon. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

LEICESTERSHIRE

Applications are invited from suitably qualified persons for the post of Health Education Officer in Leicestershire. The successful applicant will be responsible for the development and delivery of health education services in Leicestershire. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

LIVERPOOL

Applications are invited from suitably qualified persons for the post of Health Education Officer in Liverpool. The successful applicant will be responsible for the development and delivery of health education services in Liverpool. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

MANCHESTER

Applications are invited from suitably qualified persons for the post of Health Education Officer in Manchester. The successful applicant will be responsible for the development and delivery of health education services in Manchester. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

NOTTINGHAMSHIRE

Applications are invited from suitably qualified persons for the post of Health Education Officer in Nottinghamshire. The successful applicant will be responsible for the development and delivery of health education services in Nottinghamshire. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

OXFORDSHIRE

Applications are invited from suitably qualified persons for the post of Health Education Officer in Oxfordshire. The successful applicant will be responsible for the development and delivery of health education services in Oxfordshire. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

YOUTH AND COMMUNITY SERVICE

HEALTH EDUCATION OFFICER

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LIVERPOOL

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MANCHESTER

Applications are invited from suitably qualified persons for the post of Health Education Officer in Manchester. The successful applicant will be responsible for the development and delivery of health education services in Manchester. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

NOTTINGHAMSHIRE

Applications are invited from suitably qualified persons for the post of Health Education Officer in Nottinghamshire. The successful applicant will be responsible for the development and delivery of health education services in Nottinghamshire. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

OXFORDSHIRE

Applications are invited from suitably qualified persons for the post of Health Education Officer in Oxfordshire. The successful applicant will be responsible for the development and delivery of health education services in Oxfordshire. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

PERKINS

Applications are invited from suitably qualified persons for the post of Health Education Officer in Perkins. The successful applicant will be responsible for the development and delivery of health education services in Perkins. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

ROTHSCHILD

Applications are invited from suitably qualified persons for the post of Health Education Officer in Rothschild. The successful applicant will be responsible for the development and delivery of health education services in Rothschild. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

STURROCK

Applications are invited from suitably qualified persons for the post of Health Education Officer in Sturrock. The successful applicant will be responsible for the development and delivery of health education services in Sturrock. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

WARRINGTON

Applications are invited from suitably qualified persons for the post of Health Education Officer in Warrington. The successful applicant will be responsible for the development and delivery of health education services in Warrington. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

LEICESTERSHIRE Health Service

Administrative Officer

£4,317-£4,587 Ewell

To act as Deputy to the Chief Administrative Officer at the North East Surrey College of Technology. The post involves responsibility for the day to day control of the College administrative services. The work is varied and interesting requiring a sound knowledge of academic and administrative procedures. Special responsibilities include management of College funds, preparation of estimates, committee work and student accommodation. Some knowledge of accountancy, statistics, office and personnel management and an ability to prepare accounts up to trial balance stage essential. Administrative experience in Further Education preferable. Application form from County Personnel Officer (ref: CPO/286) County Hall, Kingston upon Thames KT1 2DN. Tel: 01-545 1060, Ext. 3677. Closing date: 10th May.

KENT County Council Education Department

GENERAL INSPECTOR with Special Responsibility for Further and Adult Education

Salary, Southbury Scale £7,787-£8,391 plus £312 supplement to maximum of £8,499.

Applications for this post should have wide experience in the field of Further and Adult Education and should be able to develop the Authority's provision of Adult Education, particularly in respect of the development of the curriculum, Adult Literacy, education in post establishments, and the Authority's pilot schemes for work with the disadvantaged. Applicants should preferably have had experience of teaching in such areas as commerce, languages, communication and general studies in further education and should be able to develop the Authority's in-service training programme for further education teaching staff.

The post has become vacant on the promotion (in the service of another authority) of the current holder. Assistance with removal expenses, etc., is given in approved cases.

Further particulars and application form, returnable by 16th May, from W. H. Petty, County Education Officer (ref G.), Springfield, Maidstone.

Principal Careers Officer

£5,889-£6,564 plus £312 supplement.

This vacancy has arisen due to the retirement of the present holder. The Nottinghamshire Careers Service consists of a small headquarters section Service consists of a small headquarters section Service consists of a small headquarters section with appropriate support staff and offices in the 8 administrative areas of the County (including the City of Nottingham) manned by some 50 Careers Officers. Interesting aspects of the present Service include a Mobile Careers Unit, 2 Careers Centres (in Nottingham and Mansfield), and the Authority have taken a lead in promoting work experience for final year school pupils, a Community Industry Project, and Job Creation Schemes. Candidates (male or female) should be experienced officers who have occupied responsible positions in LEA Careers Services. Generous assistance will be given with the expenses incurred in moving home in accordance with the Authority's scheme. Application forms and further details are available from the Director of Education (ref ADM.A) at County Hall, Closing date 13 May, 1977. Please quote ref. 145.

Nottinghamshire County Council

County Hall West Bridgford Nottingham NG2 7QR

Cumbria Education

Second Deputy Director of Education

£8,316-£8,643 (Inclusive of supplement where applicable)

This post is concerned principally with the coordination and development of nursery, primary and special education, working in close cooperation with the Assistant Directors of Education in the Divisions. The post also carries a responsibility for the Authority's building programme, oversight of statistical work supporting resource allocation and liaison with the Area Health Authority and certain other Departments of the County Council. Applicants should be graduates with successful teaching and administrative experience. Further particulars and application forms, to be returned by 13 May, 1977, from the Director of Education, 5 Portland Square, Carlisle CA1 1PU.

Administrative Officer

£4,317-£4,587 Ewell

To act as Deputy to the Chief Administrative Officer at the North East Surrey College of Technology. The post involves responsibility for the day to day control of the College administrative services. The work is varied and interesting requiring a sound knowledge of academic and administrative procedures. Special responsibilities include management of College funds, preparation of estimates, committee work and student accommodation. Some knowledge of accountancy, statistics, office and personnel management and an ability to prepare accounts up to trial balance stage essential. Administrative experience in Further Education preferable. Application form from County Personnel Officer (ref: CPO/286) County Hall, Kingston upon Thames KT1 2DN. Tel: 01-545 1060, Ext. 3677. Closing date: 10th May.

SURREY COUNTY COUNCIL

ilea INNER LONDON EDUCATION AUTHORITY

Technical Equipment Officer

Principal Clerk (B)

required to be responsible, under the Assistant Education Officer (FHE), for advising on the provision of machinery and equipment for teaching purposes and its installation at all FHE establishments in the ILEA area. Applicants should have teaching experience in further and higher education and related industrial experience. Salary range: £7,800-£8,461 (inclusive of London Weighting and supplementary allowance).

Details and application forms from the Education Officer (EO/Esab 2A/1), Addington Street Annex, The County Hall, London SE1 7PB. Please enclose a stamped addressed envelope. Forms to be returned by 10 May 1977.

NORFOLK COUNTY COUNCIL Education Department

Senior County General Advisers (2)

(Soulbury Burnham Group 10)

To work as members of a County Team under the direction of the Senior Inspector. Applicants should have good qualifications and relevant experience in a senior post in schools or the advisory service. In addition to the work of giving senior-level general educational advice, applicants should have recent and appropriate experience to make a special contribution in at least one of the following: (a) Junior and Middle School (8 to 12 years) Curriculum and Organization. (b) Language Development. (c) Work with disruptive and disturbed pupils in ordinary schools. (d) In-service education and training. Full particulars and application forms from the County Education Officer, County Hall, Marlborough Lane, Norwich NR1 2DL, on receipt of stamped addressed envelope, to be returned by May 18, 1977.

YOUTH AND COMMUNITY SERVICE

NORTHAMPTONSHIRE

Applications are invited from suitably qualified persons for the post of Youth and Community Service Officer in Northamptonshire. The successful applicant will be responsible for the development and delivery of youth and community services in Northamptonshire. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

OXFORDSHIRE

Applications are invited from suitably qualified persons for the post of Youth and Community Service Officer in Oxfordshire. The successful applicant will be responsible for the development and delivery of youth and community services in Oxfordshire. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

SKELMERSDALE DEVELOPMENT CORPORATION

ASSISTANT SPORT CENTRE MANAGER. Applications are invited from suitably qualified persons for the post of Assistant Sports Centre Manager in Skelmersdale. The successful applicant will be responsible for the development and delivery of sports services in Skelmersdale. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

SPAIN

Applications are invited from suitably qualified persons for the post of Youth and Community Service Officer in Spain. The successful applicant will be responsible for the development and delivery of youth and community services in Spain. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

SOUTH AFRICA

Applications are invited from suitably qualified persons for the post of Youth and Community Service Officer in South Africa. The successful applicant will be responsible for the development and delivery of youth and community services in South Africa. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

WEST INDIES

Applications are invited from suitably qualified persons for the post of Youth and Community Service Officer in the West Indies. The successful applicant will be responsible for the development and delivery of youth and community services in the West Indies. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

WARRINGTON

Applications are invited from suitably qualified persons for the post of Youth and Community Service Officer in Warrington. The successful applicant will be responsible for the development and delivery of youth and community services in Warrington. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

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EXCHANGE TEACHING IN DENMARK AND NORWAY

British teachers currently working in Denmark and Norway are invited to apply for exchange teaching posts in the UK. The successful applicant will be responsible for the development and delivery of teaching services in the UK. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

ARGENTINA

Applications are invited from suitably qualified persons for the post of Youth and Community Service Officer in Argentina. The successful applicant will be responsible for the development and delivery of youth and community services in Argentina. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

GERMANY

Applications are invited from suitably qualified persons for the post of Youth and Community Service Officer in Germany. The successful applicant will be responsible for the development and delivery of youth and community services in Germany. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

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RAF officer EDUCATION

Applications are invited from suitably qualified persons for the post of Youth and Community Service Officer in the RAF. The successful applicant will be responsible for the development and delivery of youth and community services in the RAF. The post is a full-time position with a salary of £3,825 to £4,395 plus £312 supplement.

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NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES. NATIONAL MONITORING OF SCHOOL PERFORMANCE. Assistant Research Officer. Language Monitoring Team. The Foundation has been commissioned by the Department of Education and Science to undertake the monitoring of performance in language at both primary and secondary school levels in England and Wales. There is a vacancy for an ASSISTANT RESEARCH OFFICER as from 1st September. Candidates for this post should hold a first degree in English or one of the Social Sciences together with relevant teaching experience. Salary scale £2,922 to £3,282 plus £312 Salary Supplement, plus £180 Local Allowance. Placement on scale according to qualifications and experience. Maintenance in Teachers' or Local Government Superannuation Schemes. For application forms and further particulars apply: Mrs P. P. Harris, Personnel Officer, Post Number MPO4, National Foundation for Educational Research in England and Wales, The Mers, Upton Park, Slough SL1 2DQ. Tel: Slough 28181. CLOSING DATE FOR RETURN OF COMPLETED APPLICATION FORMS, MAY 14.

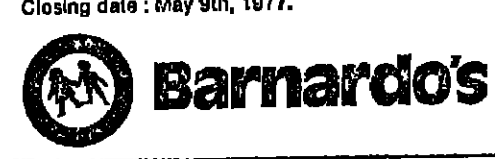
Education in a different dimension. A lot of educational jobs can be fairly predictable and routine. The job of an RAF Education Officer is neither of these. Maybe we can tell you why. In the first place an Education Officer in the RAF, whether a man or a woman, is in a very responsible position because the Service has a crucial job to do. The maintenance of the highest standards of training is imperative. Our existence might depend on it. Secondly, there is the nature of the job itself. The RAF is a big organisation, of over 80,000 people. It is also a committed organisation. The people in it are there because they choose to be. As an educator you will find yourself dealing with people who really want to learn. Your work may range from the instruction of young apprentices to the tuition of university graduates undergoing officer training at an RAF college. At all levels it is a satisfying experience. Teaching, however, is only part of the job. You will also be dealing at management level with the organisation of further education at home and overseas and with the improvement of training courses and methods. This will involve administrative work in liaison with outside specialists and officers of all branches of the Service. You will find the work most rewarding and a useful background for civilian teaching. If you are looking for a worthwhile job where your contribution is truly valued - give thought to the RAF. You may choose to spend 4, 5 or 6 years in the RAF with a chance of longer engagement to the age of 38 or for 16 years. And, if you are considered good enough, there are opportunities for service to the age of 55. If you are interested, post this coupon now to Group Captain H. E. Boothby, OBE, ADC, BA, RAF, Officer Careers (949 416/7), London Road, Stanmore, Middlesex, HA7 4PZ. ONLY SO MANY CAN BECOME THE FEW. Please send me information about a career as an Education Officer in the RAF. Name: Address: Date of Birth: (For limit 20%; exceptional candidates may be considered up to 30%) (Formal application must be made in the U.K.) (With this coupon please enclose, in confidence, a brief curriculum vitae. You should be a graduate, preferably qualified to teach. 949 416/7

Bridgnorth Sports and Leisure Centre

Northgate, Bridgnorth, Salop.

DEPUTY MANAGER RECREATION OFFICER

AP4, £3,878-£4,014 plus 14% Shift Allowance



NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

DEVELOPING MATERIALS FOR ASSESSMENT AND EVALUATION IN NURSERY EDUCATION (DES)

Research Officer

Candidates for this post should have relevant experience of young children together with relevant academic qualifications...

OVERSEAS Appointment continued

AUSTRIA: Vacancies for International School teachers in Vienna...

GREECE: Vacancies for International School teachers in Athens...

WEST GERMANY: Vacancies for International School teachers in Bonn...

ITALY: Vacancies for International School teachers in Rome...

IRAN: Vacancies for International School teachers in Tehran...

IRAN: Vacancies for International School teachers in Shiraz...

JAPAN: Vacancies for International School teachers in Tokyo...

AFRICA: Vacancies for International School teachers in various locations...

CANARY ISLANDS: Vacancies for International School teachers in Las Palmas...

FINLAND: Vacancies for International School teachers in Helsinki...

ALGERIA: Vacancies for International School teachers in Algiers...

IRAN (TEHRAN): Vacancies for International School teachers in Tehran...

SPAIN: Vacancies for International School teachers in Madrid...

MADRID: Vacancies for International School teachers in Madrid...

ENGLISH TEACHER: Vacancies for English teachers in various schools...

SCHOOL OF LANGUAGES: Vacancies for language teachers in a school...

ITALY: Vacancies for teachers in an Italian school...

ADMINISTRATION: Vacancies for administrative staff in schools...

CITY OF BIRMINGHAM: Vacancies for staff in the City of Birmingham...

SHROPSHIRE: Vacancies for staff in Shropshire...

CHANNEL ISLANDS: Vacancies for staff in the Channel Islands...

DEVON: Vacancies for staff in Devon...

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WIRRAL

TRINEE EDUCATIONAL PSYCHOLOGIST

A one-year temporary post commencing September, 1977, and terminating August 1978.

Candidates should have an honours degree in Psychology (or recognized equivalent)...

Application forms and further details from Director of Education, Metropolitan Council...

Coventry

HOUSEKEEPER/COOK

Wage rate: Group G, £35.25 plus £8.50 supplement per week

Responsible to Warden for overall organization of the catering and domestic arrangements...

Application forms available from Principal Appointments Officer, Coventry Council...

ADVENTURE PLAYGROUND LEADER

A full-time Adventure Playground Leader is required for the new Adventure Playground...

Application forms and further details from the Personnel Manager, The Law Society...

Enquiries Assistant

We are looking for someone to join our Education and Training Department...

THE LAW SOCIETY

ADMINISTRATION

WOLVERHAMPTON: Vacancies for administrative staff in Wolverhampton...

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CUMBRIA

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THE ASSOCIATED EXAMINING BOARD

WOLVERHAMPTON: Vacancies for administrative staff in Wolverhampton...

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ANILLARY SERVICES

WOLVERHAMPTON: Vacancies for administrative staff in Wolverhampton...

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CET

Further details available from Office Manager, 3 Devonshire Street London W1N 2BA



E.E.C. Mother Tongue and Culture Project

Required for September, 1977, Teacher of Italian, Scale 3.

The Bedfordshire Education Committee, in conjunction with the E.E.C., is running a Pilot Project on Mother-Tongue teaching in several Lower Schools in Bedford.

Applicants must have an excellent command of Italian as well as the ability to teach the age group and work with the parents and teachers from the Schools involved in the project.

Application forms and further particulars obtainable from: D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford.

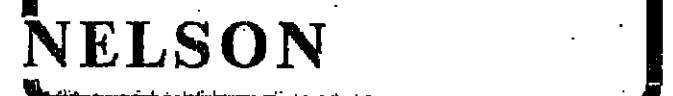
UNIVERSITY AND COLLEGE REPRESENTATIVE

We wish to appoint a representative to promote our textbooks in universities, colleges and bookshops throughout the UK.

Extensive travel is necessary though a major function will be to assist the sales manager in carrying out direct mail promotion from our offices in Sunbury on Thames.

We offer excellent prospects, a good salary, a company car and expenses. Please send full details of qualifications and career to date to:

The Marketing Director, Thomas Nelson & Sons Ltd., Lincoln Way, Windmill Road, Sunbury on Thames, Middx.



102 Arts/Reviews

Great expectations

Robin Maconie visits the National Youth Orchestra and the Royal College of Music

We have come to expect brilliant things from the National Youth Orchestra, but the success of their April 24 concert under Boulez at the Royal Festival Hall (prior to visiting Paris and Le Havre) signifies much more than a remarkable standard of professionalism attained by a great and gifted conductor in partnership with a band of extremely talented youngsters...

Absurd persons John Peter When the curtain rises on Alan Ayckbourn's new play, Just Between Ourselves (Queen's), we see a man called Dennis in his garage-cum-workshop, bent on repairing a faulty pump. Now I do not want to get ponderous about this play because it would make me look silly; Ayckbourn's writing is too elusively human to lend itself easily to what people grimly call analysis...

All around the world

Heather Neill on theatre and education

Exiles with African Heads is the title of an unusual programme by Centre Stage available for school visits until May 14. It consists of a dramatized sequence of poetry and prose by African and West Indian writers interspersed with music and dance. Although in their performance the actors are clearly at ease, there were several technical matters to be improved—often faces were lit and there were one or two fluffed exits and entrances—there were moments both of humour and great beauty, reflecting the rights in his new environment and a parallel need to maintain his own identity and culture.

An eyrie of children

David Self on 'The Ballad of Salomon Pavey'

Are you thinking of doing a school play this term? Perhaps something topical? Something not totally unconnected with reality? Something to do with a royal celebration? Well, I am now in a position to solve all your problems, to tell you how to achieve sure-fire success and to gain considerable favourable publicity for your school. First, you should have begun last summer. A member of staff should have asked a friend who works in the professional theatre to write and direct an original ballad opera. Ideally it should be set in the reign of the first Elizabeth and be connected with the Shakespearean life—say, her fifteenth birthday. It could be about a conflict between two such companies, but as it does not need too much plot this conflict could fizzle out before it comes to anything. Paths always get the mums, so it might be centred on the short life of Salomon Pavey, the boy actor commemorated in an epitaph by Ben Jonson, when he died at the age of 13—possibly from consumption.

Titus horribilis

Colin Voake on rock Shakespeare

Having been dragged away screaming a Roman maiden is ravished by two youths in leather jackets. She is brought back later half-naked, her tongue torn out, her hands chopped off. As she slithers across the floor of the Theatre Clichy studio another girl slugs a semi-mechanical sound to the backing of a rock group called Hieronymus Bosch.

Music and moral pitfalls

Robin Maconie

America's response, competition from the package-deal school music market and future developments in broadcast music to schools all matter to the music-makers' series. BBC radio's 'Music Makers' series for 10 to 12-year-olds (10.00 am Fridays).

Contemporary source

en Gay

Contemporary Films is noted for its pioneering work over the past three decades in the acquisition of foreign feature films and for its initiative in acquiring two London cinemas, in South Kensington and St East Finchley.

Use and abuse

Michael Church

'Somewhere or other in the eight programmes' he writes, 'you will find how the networks relate to Parliament and how many posters Stacey and Hutch sell; how life looks in commercials and how it looks different in Coronation Street and again in The Viewpoint; the lure of the Top Twenty, and children making community television in Swindon; how the technology influences the programmes we see, and what it feels like to be the 'star' of a glamorous drama series, slogging away in a rehearsal room.'

103 Broadcasting/Films/Briefings

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Briefings

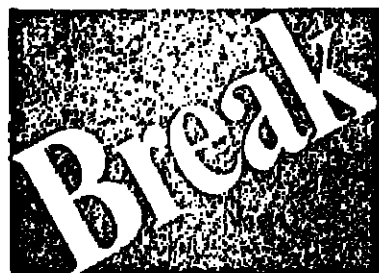
Radio and tv

Crushing with Safety (Tue-day, 07.05 BBC 2) Newton's laws of motion are introduced and applied to the motion of a passenger in a car crash. Forces exerted by a seat belt are determined. Can You Help? (Tuesday, 18.30 Radio 3) This series about opportunities for voluntary service in the community continues with 'Coping with Handicap'. Examples of how volunteers are helping coronary patients and people with mental and physical handicaps. Dor Arma Millionär (Wednesday, 19.00 Radio 4) An adaptation of Erich Kästner's novel Drei Männer im Schnee provides an introduction to modern German fiction with grammar and language practice for the more advanced student. Our School and I (Wed. 19.00) To introduce a series of half hour programmes, a documentary investigating education today. Looks at the education comprehensive through the eyes of a child. 'Could do Better' begins a 'Thursday and looks at the relationship between school and work. For schools Meeting Our Needs (Monday, 11.39, Wednesday, 24.02 ITV) This term's topic is 'Law and Order'. 10 to 13-year-olds study primitive law and see how our own system has evolved. 'Tribal Custom' discusses different attitudes among the tribes, taking William Golding's book 'Lord of the Flies' as a starting point. History 1917-1973 (Tuesday, 10.25 BBC 1) 'Crisis in Asia' gives 14 to 16-year-olds a background to the problems of Asia today. Concentrates on Indo-China, its history between 1945-75 and American involvement in the area. Watch! (Tuesday, 11.00, Wednesday 14.01 BBC 1) Older infants study 'Caterpillars' in the cabbage patch and caterpillars in the classroom. Concise, readable film of the caterpillar's development. Picture Box (Tuesday, 11.22 Thursday, 14.16 ITV) 'César's Bark Canoe' is the story of a modern Pevensie for 8 to 11-year-olds. The film (made by the National Film Board of Canada) records how César made himself a canoe and leads on to a more detailed study of Longfellow's poem next week. Discovery (Wednesday 11.20 VHF 4) The unit on 'Joists and Fastenings' continues with 'Fix It'—a programme on adhesives. Nine to 13-year-olds examine how everyday articles are stuck together, how carrying out their own experiments. Scene (Thursday 11.00, Friday 14.02 BBC 1) Fourteen to 16-year-olds study the life of a social worker. Good Health (Thursday 11.13 ITV) 'One of the Family' looks at the life of a spina bilda child. Eight to 12-year-olds see the difficulties faced by the family. Location Britain (Friday 11.05 BBC 1) This new series aims to pinpoint factors behind the growth of four geographical locations. First, Peterhead, which has become a busy land base for North Sea oil operations. For 13 to 16-year-olds. Prospect (Friday 11.40 VHF 4) General sixth forms study 'The Press you Deserve', a 'Headlines and Deadlines' particular attention is paid to a sub-editor of the Guardian and the art editor of the Daily Mirror. Adventure (Friday 14.40 VHF 4) Thirteen to 16-year-olds are encouraged to read by listening to extracts from two books on 'The Codebreakers'.

The world in one

Graham Wade

The History Book 16mm colour, nine parts (total running time 2 hours 39 minutes), is available for hire at £5 a part, or £35 complete, from The Other Cinema, 12-13 Little Newport Street, London, W.C2.



Volte face

When is a governor not a governor? Answer: when he is also a member of the resources committee. That at least seems to be the position of Peter Abraham, chairman of the governors at Harcliffe Comprehensive, Bristol, in reacting to the protest march by 1,200 pupils from the school last week (see page 2).

The pupils walked some six miles to lobby the resources committee at Avon House in the centre of Bristol. "There was nothing else we could do really, we felt so strongly", a sixth former said. Their action followed a turbulent public meeting at the school last term (TES, April 8), after which it was agreed that a delegation of 35 pupils should present a petition protesting against the impact of the cuts.

The delegation duly met the education committee chairman, Norman Reece, at Avon House, but was told that he was powerless to do anything and they should go to Downing Street. "We weren't going to be swayed by that sort of action", Councillor Reece said this week.

The pupils, feeling they had not been taken seriously, considered direct action and voted, almost unanimously, for the march. Which is where the chairman of the governors, who is also a councillor of the minority Conservative Party in Avon, comes in. Would he march with the pupils? He very properly pleaded another engagement—the resources committee meeting which the marchers intended to lobby. "Yes, but will you march with us?" persisted the pupil delegates. No, said their chairman, but he would agree to meet a delegation.

But by the time the resources committee met, Councillor Abraham had not only changed his mind and refused to meet a pupil delegation but also expressed concern in the press and on a television about standards at Harcliffe. He suggested the pupils needed a day in the classroom more than a day on the march.

Harcliffe teachers are not pleased. They have produced a letter sent to them by Peter Abraham last November, in which, referring to the school's exam results, he passed on "to every member of staff the governors' delight and congratulations on this most encouraging set of results". Councillor Abraham duties there is any volte face. "Just because you do well one year, it doesn't mean that everything in the garden is rosy. The results the year before were abysmal".

So the heat, well stoked by electioneering, continues to rise. The Bristol Trades Council has called for the resignation of Peter Abraham as chairman of the governors. So have seven of the governors. The Harcliffe NUT branch has affirmed support for the head and the running of the school. Parents are organizing a petition. And the head, John Simpson? Right now he's most concerned about Mr. Reece's public statement that "several" Harcliffe parents have approached him about the possibility of transferring their children (Councillor Reece has put the number at around 50). Mr. Simpson has written a stiff note to Mr. Reece asking for names and addresses, pointing out that it is normal practice for such matters to be referred to the head.

And as for the current thoughts of Chairman Abraham, "I think Mr. Simpson's statement that 'several' Harcliffe parents have approached him about the possibility of transferring their children (Councillor Reece has put the number at around 50). Mr. Simpson has written a stiff note to Mr. Reece asking for names and addresses, pointing out that it is normal practice for such matters to be referred to the head."

Seductive vision

A new pressure group—yes, yet another—was launched this week to operate in that wonderful growth area, the education, training and employment of the 16 to 18-year-olds. Youthaid consists at the moment of Chris Brooks, director—a manpower economist who left NEDC two months ago—and a research officer. They have a small office near the Brompton Oratory (38 Thurloe Place, London SW7); a guarantee of £25,000 a year from the Lookwide Trust; an advisory council consisting of Peter Walker, MP, Sir Ashley Bramall, Mr Eric Allen, of the Northern Estates Group, and Dr Keith Macmillan, from the Administrative Staff College at Henley and a governing body made up of a carefully balanced selection of second-rank public figures.

The assumption behind the operation is that unemployment among the young is a permanent feature of Western economies, that the efficiency of the major industrial concerns depends on their using less rather than more labour, that an economic upturn will not, therefore, mop up the idle young, and that someone needs to push government into recognizing such painful facts and doing something about it.

Doing what? Well, the various fire-fighting schemes (job creation, etc) are a start but they are not a solution because they pitch people out into the abyss at the end. Permanent job creation is required and to the end management talent spotting and training are needed.

The jungle of central and local government grants, training schemes, apprenticeships, and regulations must be charted. In short the productive output of the country must be transformed by the creation of new production and the provision of new services. This must be done through "worthwhile" activities, which involve the pool of unemployed young people and are located in the areas where those young people live—that is, for the most part, in the inner cities.

It is a seductive vision. But how to get from here to there is more problematic. Chris Brooks is hoping to start work on a research study in June which will look at the shortfall of jobs for school leavers over several years in small areas around particular schools.

Meanwhile there is the lobbying job. That is being conducted by digging out facts and figures which show that not employing young people is perhaps as expensive as educating, training or setting them to work.



"Didn't you say you were in a strike once sir?"

ing to start work on a research study in June which will look at the shortfall of jobs for school leavers over several years in small areas around particular schools.

Mug shot

"I don't believe in whizz kids," says Dennis Stevenson, looking and sounding for all the world like a good representative of the species he views with such suspicion. After all, at 31 he can claim to have logged more than an average volume of accomplishments: chairman of the National Association of Youth Clubs; chairman of the Peterlee and Aycliffe New Town Development Corporation; partner in a busy marketing consultancy and, most recent of all, chairing a Youth Involvement Committee as part of the Silver Jubilee Appeal that got its official and regal starting pistol at the hands of Prince Charles this week.

Dennis Stevenson is the name at the foot of a letter that all British secondary heads have already received urging them to raise money and stimulate activity among the nation's youth in the Jubilee cause. And like all good fund raisers, Stevenson has two inextinguishable qualities: immense, almost breathless enthusiasm allied with a belief in the cause.

He is also refreshingly direct about his own motivations, putting himself in the long tradition of well-learned, middle class altruists who have tried to do their bit by the less privileged. In so doing, he says one or two rude things about the professional youth workers that will endear him to the radicals. Of course, as he concedes, he is just an amateur at the youth work bit, not because he lacks skills or knowledge but because he is carrying on these activities in tandem with his business, the bread and butter. In fact the two overlap quite nicely in the machine-gun sizzle of his inexhaustible conversation, he

drops words like "concept-oriented" and "problem solving dynamics" to remind you that fund raisers everywhere could learn a thing or two from the commercial world.

At the same time, he blends in more than a dash of personal charm that harks back to a more socially stable era. He likes the minutely. "Generally people think highly of what the Queen is doing", he states simply as an obvious fact, and shows a boyish enthusiasm for the forthcoming primary school push which will incorporate such features as a scheme to enlist "Junior Helpers of Prince Charles".

One thing is clear. Dennis Stevenson will not fail for lack of effort. His mailings to schools and youth organizations are backed up by a battery of support material that quite a few headteachers are drawing on already. And there is more on the way. All of it practical, helpful advice to get people to direct their energies on the ground in the ways most likely to bring a payoff. "The Jubilee", says Stevenson "is the catalyst for an ongoing programme of community service, not just a showcase for 156 varieties of t-shirt or painted mug".

Information from Mrs Sue Huleh, Devonshire Street House, 30 Devonshire Street, London W1.

Open-secrets

The unmistakable sounds of a handwagon beginning to roll surround the recent interest in "secret" school records.

Without going too far into the merits of the argument, it may interest readers to know that behind the handwagon is a powerful pressure group, made up of people who know a thing or two about getting things talked about.

The Campaign Against Secret Records on Schoolchildren has been in existence for just over a year. Prime movers are Judith Stone and Felicity Taylor, veterans of CASK in Camden. The campaign's sponsors are listed at the head of a recent letter to the TES as Lord Beaumont, Caroline Benn, Andrew Bennett, MP, Tyrrell Burgess, Rick Rogers, Trevor Huddleston, Millie Miller, MP, Maurice Peston and Christopher Price, MP.

What else are these shining knights up to beside writing letters to the press? Well, their newsletter last month reported their year's work. They have written to Mrs Whitby asking her to receive a delegation. They have lobbied MPs who belong to the Labour Party Civil Liberties Group. "This ought to bear fruit in due season."

The fruit they had particularly in mind in that instance was support for the private member's Bill, the Freedom of Information and Privacy Bill (Break, March 11), brought in by Tom Litterick.

On top of that they are able to record that "the media have been helpful over the past year". They catalogue a number of "sympathetic", "useful" and complimentary articles.

Then there is Miss Phyllis Bellchambers, described as "one of our best fighters from within". She they say, "has been the victim of a campaign of persecution for the crime of obeying her conscience".

Miss Bellchambers is defending her right to refuse to keep records secret before an industrial tribunal in Hampshire. At present the campaigners are unnaturally keen to be adopting a blanket approach rather than getting stuck into the subtleties. But there are questions which need detailed discussion. On page 16 Peter Cliff of NFER asks for views. Please write to TES too.

Skim the cream

London's sixth-form enrichment courses had their trial run during the holidays with an English course at Marylebone Grammar School and an economics course at Islington Green.

A visit to Islington Green revealed that there have been a few bumps. Paying the teachers who were on hand to run the enrichment groups while simply a few gins for the teachers were otherwise happy or love, proved rather hard ILEA bureaucracy to get to mean is payment and in a ques, etc.

Another matter to be looked before the summer courses (them) is that although 80 ps. applied for 50 places and 56 ps. accepted to allow for dropouts, only 35 turned up. And not all of them fell into the target categories, namely those expected to get on at university. Some were clearly there in the hope that this best might just help a weak candidate scrape through.

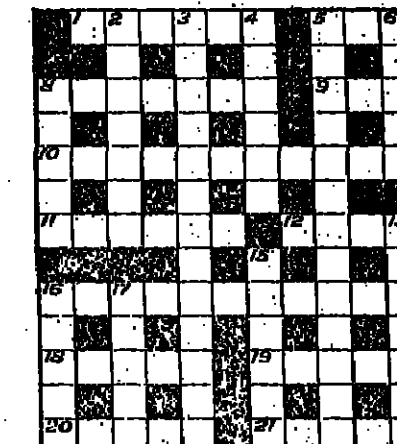
But then Dr E. S. Conway, ILEA adviser in charge of the courses had not got his pamphlet of guidelines out when the courses were being organized and applicants were simply taken on a first come first served basis. In the summer it will not be like that. Many of the courses bid far to be over subscribed and the organizers will be highly selective. They want the best pupils and they want those who are isolated or in small groups in schools which do not have a strong academic background.

Aristides

Next week

Adult education: Is it near collapse? H. C. Wiltshire and Graham Mee. Beaubourg 1977: Mark Webster visits the new multi-million pound arts centre in Paris. Books: John Sutherland reviews Malcolm Bradbury's new compilation of analyses of the modern novel; Martyn Wucklin reviews a group of books on English linguistics.

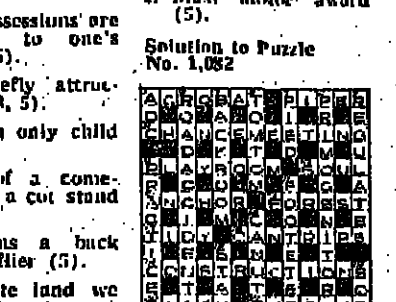
Crossword No 1,083



- Across
1 So Florence is married (6)
2 Truth expressed in noisy deeds (5)
3 Cutlery inflicts pain (7)
4 Tavern in the town (5)
5 He may run a fly line carrier business (6, 7)
6 Indication of being no longer private (6)
7 Such possessions are certainly credit (6)
8 Just briefly attractive (5, 3, 5)
9 Never an only child (3)
10 A bit of a comedown as a cut stand (7)
11 She joins a buck number five (5)
12 The waste land we meet (6)

Down

- 1 Lollard? (7)
2 Archetype cricket bat with Chinese motif (6, 7)
3 Process demanding removal of wet clothes (3, 3)
4 Official record letters perhaps (6, 7)
5 It is their habitat (5)
6 They are totally involved in this revolutionary system (5)
7 Deals with vestments (6)
8 He has to choose his crossing place (7)
9 Take a fudlike position in the theatre (3, 2)
10 I'd tune it for a change (8)
11 Sound forth in extremis? (5)
12 Metal sword (5)
13 Solution to Puzzle No. 1,082



Chess

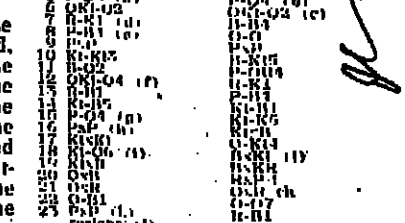
Never change horses when crossing a stream. While it is a bad thing not to have a plan, it is sometimes even worse to have a plan and then change it halfway through. This is particularly apparent in those openings involving a set plan of a rigid nature. Such openings are the King's Indian, both for White and Black, the Ruy Lopez, Reti's Opening, the Sicilian Defence and those forms of the English Opening that involve the King-side fianchetto.

The chief point is that in these openings you get a highly stylized, almost artificial, set-up in which the pieces are placed in exactly the right position to carry out the attack or the defence. Change the plan and your pieces are misplaced and the resulting confusion inevitably means that the initiative or the attack or both pass over to the enemy.

Such changes of plan are usually provoked or precipitated by some tactical stroke on the adversary's part which has not been foreseen at the stage when the plan was formed. Hence there is a strong case for considering only those plans which are sufficiently elastic to take these strokes in their stride. And, alas, only the best plans are of this kind. The present world champion, Anatoly Karpov, is adept at destroy-

ing the equality of his adversary by some unexpected tactical stroke, and in the following game from the European Team Championship Finals at Moscow this month, he shows no less a person than the Hungarian grandmaster, Lajos Portisch, to change his plan with almost immediately disastrous consequences for the Hungarian.

White: L. Portisch. Black: A. Karpov. King's Indian Opening.



(a) White's scheme is to play a sort of King's Indian Defence with a move in hand and the aim is to play P-K4, a well-known plan which Portisch has played highly successfully. (b) A fine strategic stroke directed against the White king-side castling. (c) According to the notes to the game, his new move. In the game Karpov

First League Soviet Championship 1976. Black played instead 6... B-K2 and after 7 P-K5, PxP; 8 P-KxP; 9 K-K5, Black resigned because of the continuation 8... Kt-Q3; 10 BxP, Kt-B3; 11 Q-B3. (d) He could still have played 7 P-K4, even though he does not have at his disposal an eventual P-K5. For then, after 7... Q-Kt4; 8 Kt-K5, Kt-B4; 9 Q-KtP, Q-KtKt; 10 Kt-Kt, Kt-Kt; 11 P-Kt, the game is level.

(e) a change of plan after which he is always struggling. He should have tried 8 P-B3, preparing Q-B3 and P-K4.

(f) If 12 P-QR3, B-Q3; 13 B-B3, P-B3 with advantage to Black.

(g) Aggressive but faulty since by abandoning the K4 square it gives Black fine attacking chances. Better was 15 P-QR3, BxP; 16 Kt-B.

(h) After this Black has a number of fine tactical strokes that increase his initiative to an irresistible extent. But, no better is 16 P-QR3, BxP; 17 Kt-B, Q-B3; 18 P-Kt, Kt-Kt; 19 P-Kt, QxP ch followed by BxKt and Black wins.

(i) A remarkable position! If now 19 P-B6, B-R3; 20 P-B4, Q-K2; 21 Kt-R, Q-K6 ch; 22 K-R1, R-Kt1 and Black wins a piece.

(k) Or 23 P-B6, R-B1; 24 Q-K5, Q-R8 ch; 25 B-B1, QxP.

(l) Because of 24 Q-K6, R-B1 with a mating attack.

Harry Golombek